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ABSTRACT

This national library training institute examines the concept of ethnicity in its relation to librarianship, and deals with the major ethnic groups in addition to the traditional minorities. Sharp differences are noted among the various groups that attended the three-week intensive institute. There is a reluctance to accept the complaints of the white ethnics as substantial when compared with the racism and prejudice forced by blacks and other minorities. While it is felt that the evaluation of materials and the design of services to the community require considerable input from librarians with related ethnic backgrounds, it is generally agreed that the professional librarian has considerable responsibility for collection building and programming in tune with the ethnic composition of the community. A consensus concerning the need for annual institutes to cope with the complex problems of minority groups as potential library patrons is noted, along with an equal consensus that for the future, there should be greater emphasis placed upon using the materials more effectively, especially in a white suburban setting. One of the major conclusions was that ethnicity is a complex concept that needs further exploration especially in relation to professionals working in academic and public libraries. The body of the report elaborates in great detail the highlights listed above as well as others. (Author/AM)

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NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Ethnicity and Librarianship

AT: Queens College, Library Science Department
Flushing, New York 11367

DATES: July 7, 1975 July 25, 1975

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

After three very intensive weeks spent by the staff and thirty-two participants in examining the concept of ethnicity in its relation to librarianship, the implicit conclusions were:

1. the concept was complex and needs further exploration
2. it was important to understand as professionals who work in academic, school and public libraries
3. it needs further examination on a more extended basis than is possible under the pressure of a three week institute
4. ethnic heritage must be thoroughly explored as a prelude to the improvement of library services
5. the human relations aspect of ethnicity otherwise known as "sensitivity" must be pursued in a systematic fashion to avoid exacerbating confrontations
6. provision must be made for the library profession to learn the facts and ambience of ethnicity by formal and informal avenues of education; during the coming bicentennial year we should concentrate on getting to know our ethnic groups so we can serve them better.

As we review the highlights of the institute, the following outstanding points come to mind:

First, the focus on ethnicity produced an institute, the first of its kind in the library world, to deal with the major white ethnic groups, in addition to the traditional minorities, e.g. Asians, Blacks, Indians, Mexican Americans and Puerto Ricans.

Second, sharp differences among the various groups emerged during the three weeks

of intensive involvement in trying to understand the complexities of the different lifestyles. There was a reluctance to accept the complaints of the white ethnics as substantial when compared with the racism and prejudice faced by the Blacks, Chicanos, Indians, etc. The latent hostility surfaced during the latter part of the second week and it was necessary to have a "therapeutic rap session" to relieve the tension and clear the atmosphere of frustration and doubt.

Third, while it was felt that the evaluation of materials and the design of services to the community required considerable input from librarians with related ethnic backgrounds, it was generally agreed that the professional librarian has considerable responsibility for collection building and programming in tune with the ethnic composition of the community.

Fourth, there was a consensus concerning the need for annual institutes to cope with the complex problems of minority groups as potential library patrons. Queens College, after two institutes on minorities, is considered a logical place to carry on these annual institutes.

Fifth, there was a consensus that for the future there must be greater emphasis on using the materials more effectively, especially in a white suburban setting.

Sixth, thirty-two participants were accommodated within the budget limit set for twenty-five participants because of the overwhelming number (159) of applications received from Massachusetts to Hawaii.

The body of our report will elaborate in greater detail the highlights of the institute cited above.

Considerable enthusiasm was generated by the unusual number of applications.

This enthusiasm was transmitted to all involved in the conduct of the institute. We are indebted to the Office of Education for its encouraging support in the person of Mr. Frank A. Stevens, Chief, Library Education and Postsecondary Resources Branch. We are grateful also to Mr. Albert Riskin for his cooperation. The advisory committee* which met on several occasions made many important and useful suggestions which are deeply appreciated.

Active support and interest in the institute were clearly demonstrated on the campus during the regular summer session by the cooperation of the Library Science faculty, staff and students as well as the professional staff of the Paul Klapper Library. The technical assistance of the Center for Instructional Development in audio and video taping was invaluable.

Support by the chairman of the Library Science Department, Dr. Morris A. Gelfand, who also served as the Associate Director of the institute, was an important factor in contributing to the success of the operation. Ms. Lillian Lopez, Coordinator of Special Services for the New York Public Library, was our mainstay in dealing with library services to ethnic groups. Ms. Mordine Mailory served us well as the librarian and interpreter of the SEEK program at the college. Ms. Iris Willim Anderson contributed great technical skill and untiring effort in keeping the institute going.

EVALUATION

1. Relations with the U.S.O.E. in all program and fiscal matters

Despite some disappointment in the reduction of our grant proposal by some \$30,000 we managed the hectic operation of the institute for three weeks instead of four. The reduction of the number of participants from thirty to twenty-five became a problem when we were swamped with so many (159) applications. Permission was readily obtained from Frank A. Stevens, Chief, Library Education and Postsecondary Resources Branch, to accommodate up to thirty within the framework of the budget. We actually finished with thirty-two participants. When we asked for an extension of the expiration date and the conversion of a budget item, our requests were promptly approved by Mr. Albert Riskin, the Grants Officer of the Office of Education. On other occasions we have been kept informed about important happenings in the field. At the midwinter meeting of A.L.A. in Chicago this January 19, 1976, we will be meeting with other institute directors who have dealt with minority problems for an exchange of information and ideas thanks to the good offices of Mr. Stevens. We would say, therefore, that relations with the U.S.O.E. have been first-rate.

2. Relations with Queens College administration

The interest shown in our program by the President of Queens College, Joseph S. Murphy, was indeed heartening. Not only did he send us an enthusiastic congratulatory message, but he readily consented to writing an appropriate statement for the opening of the institute on July 7, 1975. President Murphy has encouraged the growth of Ethnic Studies and feels that "no program of Ethnic Studies could adequately begin to reach its objectives unless such resources as library facilities were also made compatible. Towards that end... the Queens College Ethnicity and Librarianship Institute is increasing awareness

of a much needed dimension in higher education."

Direct help came from the Publicity and Editorial Services Departments, which helped put us on the national map with releases and attractive folders. Support from the Center for Instructional Development in terms of technical help, manpower, equipment and frequent consultations was unusual in its quality and earnestness with which it was given. Audio-taping of the entire proceedings was accomplished with minimal cost and the videotaping of the opening session was made possible by a technician who graciously volunteered.

Our contact with the professional staff of the Paul Kiepper Library was more substantial and fruitful than it had been during the 1972 institute.* Not only did our participants make greater use of the library facilities, but many more librarians gave us the benefit of their expertise by their actual visitation and participation during the institute proceedings. For example, Ms. Solena V. Bryant, the Latin American specialist from the Reference Department, gave an illuminating lecture on Puerto Rican materials and their acquisition.

We must acknowledge the special services contributed by the Word Processing Center which enabled us to photocopy valuable materials on short notice, and also, we are indebted to Reprographic Services for the speedy reproduction of our voluminous task force reports at minimal cost.

Relations with our own Library Science Department have been of high quality before, during and after the institute was consummated. This includes the professional concerns of the faculty as well as the administrative assistance from the front office. After the experience gained from the operation of two U.S.O.E. institutes, we know that we can count on the fullest cooperation, not only of the Grants Office, but various departments of the college whom we've called upon for help, in anticipation of institute number three.

3. Pre-Institute Preparations

The advantage of the hindsight and experience developed as a result of Institute #1 on minority materials in 1972, alerted us to the need for an early publicity program (even before our service began on February 1, 1975), and a broader sampling of direct mail to reach librarians in academic, school and public libraries. This meant notifying the library press and other important media in time for those interested to file applications by April 15, 1975.

We were deluged with applications. The overwhelming response was no doubt due to good communications with the library world as well as a keen interest in the theme of ethnicity and librarianship.

With respect to the qualifications of the participants we decided to look for candidates who were committed to library work with minorities with some minimal experience. We felt a need to reach the younger echelon of librarians. Since the institute was planned to cover all ethnic groups in our country, we tried to recruit librarians who came from different ethnic backgrounds or had professional experience working with different ethnic groups. This was, of course, more difficult to do without precise labelling which we avoided as a matter of protocol. We did achieve diversity to a certain degree but we failed to receive applications from librarians who were Native American, Japanese American or such white ethnics as Greek American. In the future, a more precise effort must be made to have a truly representative group of librarians in terms of ethnic background because of the importance of the ethnic heritage factor in training librarians. Tables A and B show the breakdown of participants and applicants in terms of sex, age distribution, ethnic background, states represented and type of libraries.

TABLE A

Institute Participants

Total Number - 32

Male 7

Female 25

Age Distribution

20's - 8

30's - 13

40's - 7

50's - 4

Ethnic Background

Asian - 3

Black - 9

Hungarian - 1

Irish - 1

Italian - 1

Jewish - 6

Mexican - 1

Polish - 2

Puerto Rican - 1

Other White - 7

States Represented

California 5

Connecticut 1

Hawaii 1

Illinois 1

Massachusetts 1

Michigan 1

Missouri 1

Nebraska 1

New Jersey 2

New York

City 9

Long Island 2

Upstate 2

North Carolina 1

Tennessee 1

Virginia 1

Wisconsin 2

Type of Libraries In Which Participants Work

Academic 12

Public 6

School 11

Special 3

TABLE B

Applications Received

<u>Total Number</u>	159
Male	34
Female	125

Age Distribution

20's	- 30
30's	- 42
40's	- 46
50's	- 27
60's	- 6
?	- 8

Ethnic Background

Asian	- 7	Jewish	- 14
Black	- 44	Polish	- 4
Hungarian	- 2	Scandinavian	- 2
Hispanic	- 9	Other White	- 75
Irish	- 1		
Italian	- 1		

States Represented

Alabama	- 1	Michigan	- 4	Texas	- 5
Arizona	- 3	Minnesota	- 1	Utah	- 1
California	- 9	Mississippi	- 1	Virginia	- 2
Connecticut	- 3	Missouri	- 5	Washington	- 1
Delaware	- 1	Nebraska	- 2	West Virginia	- 1
Florida	- 2	New Jersey	- 7	Wisconsin	- 5
Georgia	- 4	New York			
Hawaii	- 2	City	- 39		
Illinois	- 6	Long Is.	- 11	Washington D.C.	- 1
Indiana	- 3	Upstate	- 12	Canada	- 1
Iowa	- 1	North Carolina	4		
Kentucky	- 1	Ohio	- 3		
Louisiana	- 2	Pennsylvania	- 1		
Maryland	- 6	South Carolina	1		
Mass.	- 5	Tennessee	- 2		

Type of Libraries In Which Applicants Work

Academic	45
Public	20
School	77
Special	5
Other	12

4. Orientation of Participants

An important aspect of orientation involved the assembling of materials and/or bibliographies which we sent to participants in advance for background reading. To fulfill this responsibility we borrowed extensively from the course on Library Materials and Services for Minority Groups, which is offered as an elective in the Library Science Department. We also sent along an outline for the institute course of study. While a very extensive bibliography was sent out we found out later that the participants would have preferred a much more selective list of "must" reading. At the same time, we encouraged the participants to send in titles of materials which they thought should be shared with everyone else.

In the package we sent out in advance, we also included critical information on housing, transportation, eating facilities and recreational activities available on the campus and in the New York area. Those coming from out of town were given precise instructions for traveling to the College from Manhattan and the metropolitan area. For the opening day of the institute, we prepared personalized folders for each participant which contained our brand new course of study, a campus map, a pad and pencil, the New York Visitors Guide and Map, and other recreational information. We were then ready for action.

The most important activity before the opening day of the institute was the daily communication by telephone and mail concerning the housing arrangements. An intensive investigation was made in the Spring months of various housing facilities in Queens and Manhattan. Most of our participants from out of town elected to stay at the Weinstein dormitory associated with New York University where food and board were available at a much lower cost than in the motels close to the college. The institute office handled all of the financial arrange-

ments with New York University in a wholly satisfactory manner. Needless to say, the economy in staying in Manhattan meant that considerable time was spent on the subways and buses going to and fro. Our next institute should definitely provide housing close to the instructional area to save considerable time and energy consumed in traveling.

The plan of organization called for an intensive orientation during the first day of the institute. In the time before and after our consultants made their presentations, we discussed our goals and objectives, the logic of the course of study (heritage, programs and services, and library resources), and what was expected from the participants which would earn them a certificate of satisfactory completion of course work equivalent to nine graduate credits. Before the day was over the staff and participants were introduced to each other with an interesting exchange of biographical and professional information. The day closed with a long discussion of how to organize our task forces to tackle the major problems presented by the institute. The choice was to set up the task forces for each ethnic group under consideration or to divide up according to the following six segments of the whole problem of ethnicity, i.e. a. heritage and needs, b. treatment in media, c. criteria, d. evaluation process, e. recommended media, and f. recommended services. The majority voted for task forces by ethnic group on condition that there be a sufficient exchange of information about all the ethnic groups so that no one would be confined entirely to the findings of one task force.

Thanks to the opening presentation by Irving Levine, Director, Institute on Pluralism and Group Identity and Professor Stanley Aronowitz of Staten Island Community College and author of False Promises: The Shaping of American Working Class Consciousness, the stage was set for a provocative examination of the meaning

of ethnicity and its relation to the class structure in America. Some elements of controversy between the two speakers served to arouse intense interest among the participants which ultimately led to a long question and answer period. It was an auspicious start for the first session of a three week institute that had to probe deeply into heritage and contributions of ethnic groups and what libraries could offer these groups by way of quality materials and creative programs.

This opening part of the program was held in a very attractive room in the College Union building. A special welcome address was delivered by Dr. Morris A. Gelfand, the chairman of the Library Science Department and Associate Director of the institute, with particular warm greetings from the President of the College, Joseph S. Murphy. To add to the excitement of the occasion, a volunteer technician video-taped the opening session. By noon of the first day, the orientation of the participants was well underway.

5. Physical Facilities

The accommodation of 32 participants instead of the original 25 under the terms of the grant resulted in an overcrowded situation in our main instructional classroom. Air-conditioning somewhat reduced the stress. Access to a small lounge across the hall, a classroom for our resource center and the institute office, relieved somewhat the feeling of claustrophobia. Time out for stretching and refreshment helped further to ease the strain of a nine to five schedule programmed for an intensive learning experience. Additional space would have permitted the eight task forces to work more comfortably in their frequent deliberations.

Once again, the housing of participants who came from out of town at the Weinstein dormitories of New York University, while relatively inexpensive, required traveling by bus and subway. The time and energy required for the daily

transportation to and fro did have a negative impact on our most zealous participants. Fortunately, the accommodations were generally very satisfactory. Several participants chose to commute by car from Connecticut, Long Island and New Jersey, rather than pay for housing.

Since the 1972 Institute, there has been a great improvement in the number and quality of eating facilities on and off campus. Our 1975 participants enjoyed these benefits including a wide variety of ethnic cuisine. A new college Union building provided excellent facilities for our opening session and a final, farewell luncheon for the entire group.

Again, the experience with housing and transportation convinces us that we need a more desirable arrangement for an institute of this type. This could be accomplished by:

1. Holding the institute on a campus nearby which has dormitory facilities; or
2. Housing all the participants in one facility within walking distance of the campus; and
3. Making funds available in the grant to provide financial assistance in housing so that inequities based on personal economic circumstances of individual participants would be eliminated.

6. Field Trips, Laboratory Work, Practica--effectiveness in terms of number and purpose

The design of the second week provided a morning session of consultants involved in special services to minorities in the New York area. The presentations were followed each afternoon with field trips to see many of the programs referred to in practical operation. Needless to say, these trips provided our participants with an exciting experience, especially for those who came from out of town. Our general impression was somewhat disappointing in view of the fact that many programs

had been cut back, eliminated, or were being maintained on a minimal basis compared with our findings during the 1972 Institute. We found that the Langston Hughes Community Library and Cultural Center in Corona, the South Bronx Project, the Countee Cullen Branch and the Schomburg Collection of the New York Public Library were still going strong. But, there are very few other examples of library service to ethnic groups.

The session of films conducted by William Sloan, Film Librarian for the New York Public Library, was by far the most successful we had. Elements of laboratory activity provided the participants with information on new and provocative films, techniques of film programming and criteria to be used in the acquisition process. One of the participants provided us with a useful one page evaluation sheet for judging films. It was found that the small, non-commercial producers with solid ethnic background provided the more sensitive and interesting films. Here is an area which can be used by librarians in almost any situation to develop long term programs dealing with each minority group in the community, i.e. the film and discussion design for meaningful participation by those concerned.

The consensus of the participants was that we should have planned a more diversified set of field trips to include services to Haitians, Italian, Japanese and Jewish Americans, as well as other ethnic groups. The college librarians in our group were looking particularly for diversified programs at the college and university level other than those which were available at the Paul Klapper Library on the Queens College campus. While there was a meaningful exchange of information about minority services in higher education, the group would have profited from some more field trips. In another situation, perhaps it would be more fruitful to have less presentations in the instructional process and more work in the field.

Our resource center was the scene frequently for the practical job of previewing audio-visual programs dealing with the entire range of minority groups.

Both films and sound filmstrip programs were available for this activity and much of the information gleaned here found its way into the task force reports. The Center for Instructional Development on the campus, was very generous in inviting our participants for orientation sessions in the technique of video taping for possible use in library programming. Most participants showed a keen interest in these services but felt too pressured by the time factor to take advantage of what was offered.

The leader for programs and services was Ms. Lillian Lopez, Coordinator of Special Services for the New York Public Library. In a final written communication to the participants, she indicated that the pressure of time had made it difficult to discuss in detail the problems, frustrations and successes of the programs visited. Further, she said that:

I should have given you some background information on the Puerto Ricans. This was supposed to be done partly at El Museo del Barrio. Unfortunately the person who took care of us was not the one who was supposed to handle our visit. Incidentally, 'barrio' as we use it in New York means neighborhood.

...

I wished we had been able to discuss the New York Public Library more fully - the goals study which we mentioned is an effort to study each neighborhood so we can find ways of responding to community needs more effectively. We are also studying ways of deploying the staff we have so that neighborhood libraries will give the best possible service in spite of all our budget cuts.

7. Participant Communication With Director and Staff During Institute -- methods used and their effectiveness

Communication between the participants and the staff began at 9 a.m. Monday, July 7, 1975, and was maintained almost without interruption until 4 p.m. Friday, July 25, 1975. This was done by formal presentations every morning and afternoon by the director, written communications, face to face conversations with each participant, and meetings with each task force group. In addition, each participant was provided with a daily feedback questionnaire for reactions and comments.* The librarian in charge of the resource center, and the administrative assistant were

*See Appendix for Feedback Sheet Tabulations

constantly working with the participants. The result was that we knew each other very well by the end of the institute.

The task force dealing with "Other White Ethnic Groups" showed in their report a certain lack of organization and cohesiveness. Upon investigation, we found that the five participants worked more or less on their own and had not been able to integrate their findings in a meaningful way. It was clear then, that the director had not worked closely enough with this group to give them a proper focus. We are trying to strengthen the task force report by a followup through the mails with each participant in this task force.

Under the heading communication, we stumbled on the device of a "rap" session purely by mutual agreement during the middle of the institute. Everyone strongly felt the need of "talking things over" to try to resolve certain ethnic differences among the participants. It was the best experience of the institute, for both staff and participants, in clearing the atmosphere and reducing the tension which had been built up almost imperceptibly by casual remarks which turned out to be offensive and even pejorative. The conclusion was unanimous that "rap sessions" should be an integral part of the institute in the future.

8. Full-time vs. Part-time Staff

For the duration of the institute proceedings, in addition to the director, there were two full-time staff members, our administrative assistant and the librarian. Even before the institute was funded, we lost our associate director to the Washington D.C. Public Library. His responsibility for programs and services was taken over by Lillian Lopez, Coordinator of Special Services for the New York Public Library, all of which was carried out during the second week of the institute in addition to some pre-planning. The position of Associate Director was filled by the Chairman of the Library Science Department as the official liason between Queens College and the Office of Education, and consultant for the Institute.

In the preparatory period for the Institute, February - June, 1975, the director followed a one-third schedule while the administrative assistant worked on a half-time basis. This procedure was repeated in the post-institute period, September - December, 1975. Our part-time aids included a photographer, a typist, and six transcribers of the taped record of the proceedings.

A tight budget put a severe limit on the manpower needed for the institute. For example, to support the work of the director, another full-time instructor was needed, not only for programs and services, but for close involvement with the participants in giving them direction. Lillian Lopez was on campus for just one week and Mordine Mallory (SEEK Librarian for Queens College), as the librarian, was limited in the time needed to work directly with the participants in the evaluation of materials. This was a handicap difficult to overcome, although our assignment was completed in fairly satisfactory fashion at the very end.

9. Regular Faculty vs. Visiting Faculty

There was no problem here since Lillian Lopez was the only visiting faculty person who really was a replacement for the regular faculty person who had resigned. Two of the consultants were from the regular faculty: Professor Richard Gambino, Director of Italian-American Studies and Professor Solena Bryant, the Latin American library specialist. The working arrangements proved satisfactory to all concerned.

10. All Other Lecturers Or Consultants

In the three week period of the institute, 33 consultants made presentations of varying degrees of dynamism to our 32 participants. Sometimes it was felt that there were too many consultants from the point of view of available time for full discussion of the many significant points that were raised. The total impact of these specialists with expertise in each of the ethnic groups discussed, was very positive

with respect to knowledge gained about heritage, and sensitivity developed to the problems confronting each group. So much information was crowded into this three week period that the process of osmosis took its time and toll.

In order to extend the number of ethnic groups represented by the experts, we invited four of the participants to make presentations relating to Chicanos, Hungarian, Irish and Polish Americans. These presentations were well received generally except for some innocent stereotypic remarks that were considered offensive by some. Follow-up discussions in the group generally served to resolve some of the disagreements that were apparent. As mentioned above, it was necessary to hold a separate "rap" session to clarify some of the remarks made and points of view expressed.

In recruiting expert consultants, it was found that the person considered for the first choice for a particular ethnic group was too high-priced for the schedule of fees paid to consultants. It was sometimes necessary to choose a less known specialist in this area of ethnic studies. This in fact, could account for the varying degrees of effectiveness in the presentations made. The impression made by a consultant depended to a great extent on the receptivity among the participants. Some consultants were received with high enthusiasm, and others were received with critical approval, but none of the consultants were received with indifference or disappointment.

11. Unique Features of the Institute

a. This was the first time that a national USOE library training institute considered the concept of ethnicity and the entire range of ethnic groups in our country. The implications for libraries at all levels in relation to resources for building collections and servicing the ethnic groups in the community were the main focus for the participants.

b. The participants themselves represented a wide range of ethnic groups including e.g. Asian (3), Black (9), Hungarian (1), Irish (1), Italian (1), Jewish (6), Mexican (1), Polish (2), Puerto Rican (1) and other white ethnic groups (7).

c. The factor of heritage was gone into very deeply and was considered crucial

in understanding the culture of each ethnic group. Where the heritage input was inadequate the participants made it quite clear what a necessary ingredient this was in day to day functioning on the job.

d. It was agreed generally that suburban libraries had considerable responsibility for coping with the need to know about minority groups. Ways and means were considered which would make suburbia more responsive in this critical area.

12. Use of "New Materials"

Again, the session on multi-ethnic films led by William Sloan of the New York Public Library, was the most appealing to our participants. First, the presentation included new, experimental and small budget films unlike many of the commercial films that are offered by the big companies. These films had impact because they went to the heart of the matter buttressed by sensitivity and truth. The experience reinforced the need for using multi-ethnic films in library programming after very careful previewing and selection.

The real possibility of having film-making as an integral part of library activity was discussed in terms of involving young filmmakers from the community. For production work and script-writing there was agreement that minority group representatives with talent should be recruited and drawn in to this activity.

Another important impact that was made related to the use of videotapes in libraries. In our opening session a volunteer video technician was present to make a videotape of the proceedings. Instruction in videotaping was made available to the participants because of the cooperation of the Center for Instructional Development. Here again, the point was made that videotapes represent another important documentary source of information. For the viewer, the impact is almost as real as the actual event. The value of cassette audiotaping of library functions was brought home by the constant presence of a technician who was responsible for taping the entire proceedings of the institute. The videotapes and the cassettes of the proceedings are

now available as a permanent record of the institute.

The library collection available for the institute participants contained a considerable number and variety of audio-visual programs dealing with minority groups. Considerable previewing and direct use of films, sound filmstrips, slides, videotapes and transparencies were evident in the programming as well as the resource center. Those programs with a very special appeal found their way into the task force reports.

13. What the Participants Say Was the Most Significant Thing That Happened to Them

The prevailing mood of heightened sensitivity and consciousness, not only for one's own group, but in relation to other ethnic groups is clearly reflected in the following personal statements:

- a. From one young librarian comes this deeply personal statement: I have benefited tremendously from this Institute - as a librarian and an American citizen. The lectures and materials distributed will have proved both informative and helpful to my future career. I don't think any existing problems were "solved," but the participants had an opportunity to expound upon their individual grievances. As a result, we were all "listening ears" and each one of us has left the Institute with a greater measure of sensitivity to certain ethnic problems and frustrations than prior to attending the conference.
- b. Another librarian describes her "sensitization" as "multifold:" Not only am I ethnically sensitized on a horizontal plane but I have also become aware vertically, from picture books through doctoral dissertations.
- c. A midwestern librarian describes her total involvement as follows: Even though my brain and body are thoroughly exhausted, I feel good about the institute. The task force reports have been excellent and have made me realize what I as an individual have gained in insight, and the benefits the school system will receive from my participation and sharing of infor-

mation.

- d. From across the Hudson, a college librarian makes the following significant conclusion: ...the institute has added a new perspective to me as to what librarianship in the 1970's really involves and has given me new insight into what my duties and responsibilities are vis a vis whatever publics we serve. This, I think, is the most important outgrowth of the institute.
- e. A local librarian feels sure that: No one who participated in this institute will ever again pick up a book or any kind of media without considering the effect it may have on the ethnic groups depicted...what has taken place here should be shared with every American regardless of ethnic background...more and better institutes of this nature should take place.
- f. One librarian from the heartland of America (St. Louis, Mo.), who complained about living conditions, commuting and limited access to library facilities in New York, nevertheless stated that: The most redemptive feature of the whole institute was the people involved. I learned more about ethnicity speaking and sharing with them, than I really thought possible. In fact, I hopefully made a couple of life-long friends.
- g. Finally, from one of our most vocal ethnic librarians comes the message that: The institute was an exciting experience. It really brought home to me the fact that we are all so engrossed in our own little worlds that we know nothing at all about any other ethnic group, except on a superficial level. This in itself should be the strongest argument for organizing many more such institutes. Only by learning about each other can we arrive at a modus vivendi and improve the quality of life in this country. Old antagonisms and hatreds are 'like, man, tired already' and need to be laid to rest.

Our judgement is that the institute put each participant as a professional on notice that ethnic or not, libraries and librarians have a responsibility for building

ethnic collections regardless of location.

14. What Participants Say They Will Do Differently When They Return to Their Communities

- a. Organize a Polish American Library Association!
- b. With respect to the 'rash' of ethnic programs on T.V. this season, "I bring to the viewing of them a lot more knowledgeable critical evaluation criteria. Because of this input this summer and the desire to make our students (High School) aware of the culture and customs of their forbearers, I have inaugurated in conjunction with the local public library and the community center office...a United Nations Celebration."
- c. "While doing the research in many corners of America and also Canada for the "Hungarians in America," I started a new program called "Our Ethnic Heritage," a monthly hour-long presentation on WRVO-FM public educational radio. We featured Italian, Polish, Irish, and German speakers last fall and begin the year with interviews of immigrants taped for the oral history collection. Next month we will feature the Armenians, then the Puerto Ricans (migrants and ethnics), and then our Jewish settlers. We have received a very favorable response from our listeners."
- d. "I became aware that many books which have stereotypes can be damaging to children. I also began to be very critical in judging books for my library.
- e. "However one operates upon returning to 'business as usual' where he works, his perception of the operation will never quite be the same. In my case, I have added a whole new list of criteria which I will use to see if I am a 'successful' librarian."
- f. "Library service, in order to be relevant to communities served must realize the ethnic identity of those served. Library service must move away from the traditional."

- g. "At the minimum there are bibliographies for some groups, including selection criteria, addressess of resource persons, foreign language form for library card application, etc. I have this divided into loose-leaf binders, will be glad to lend, to speak to staff about materials covered in the Institute, help locate material." (The institute ended on July 25, 1975; the quote cited here appeared in a newsletter dated August 1, 1975 by the system film librarian.)

15. Arrangements for Followup

We are planning to ask our participants for a progress report in a communication to be sent out on February 2, 1976, just six months after the institute was consummated. We hope to hear from a good many participants what they have done on their jobs as a direct implementation of institute experience.

In the interim we (SRRT TASK FORCE/EMIE) sent out invitations to the participants to come to the Midwinter meeting of ALA in Chicago on January 19, 1976 to hear what other institutes dealing with minority groups had accomplished. For the annual conference of ALA in July, 1976, we are again inviting participants to engage in a multi-ethnic workshop where presentations will be made of successful programs in making the most of ethnic collections and reaching minority groups in the community.

16. Major Strengths of the Institute

- a. The focus on the concept of ethnicity as it applies to the library world by librarians who themselves come from the diverse ethnic groups in our society dramatized the factors of sensitivity, understanding and knowledge about ethnic heritage as the key to innovative collection building and programming.
- b. The sharing of experiences and ideas by thirty-two highly motivated profes-

sionals from all levels of library operation provided an exciting and fruitful means of getting at the truth and reality of the problems encountered in reaching minority groups in the community.

- c. The course of study was organized so as to provide consistent input for each ethnic group with respect to heritage and resources by means of exposure to consultants, specialists and resource persons in and out of the library field. The outstanding human and bibliographic resources provided were reinforced by a series of field trips which kept us on target.
- d. The organization of the participants into eight task force categories e.g. Asian, Black, Italian, Jewish, Mexican American, Native American, and Other White Ethnic Americans provided the mechanism for an intensive search for heritage, resources and special needs which could be identified in the short span of a three-week institute. Task force reports were completed under great stress, and with some editing, should be available for public examination. The resource library attached to the institute was always available to the participants for the examination and selection of appropriate media.
- e. The organization and administration of the institute provided for a constant exchange of ideas, opinions and controversy which made it possible to probe the depths of the meaning of ethnicity for all minority groups. Confrontations that developed reflected both hostility and strong convictions about one another's group. The overall effect was the growth in consciousness about the impact of racism and respect for the hopes and aspirations of all minorities.

17. Major Weaknesses

- a. In the original grant proposal we had asked for a four week institute which was needed to cover the abundance of ethnic materials. By the terms of the final grant we were reduced to a three week institute. While we made the

necessary budget changes to absorb a \$30,000 cut, we neglected to modify the course of study by a substantial change in the course content. This meant that both staff and participants had to operate under considerable pressure which should have been avoided, e.g. there was little time provided for use of other library facilities.

- b. As far as the course of study itself was concerned, the consultants and resource personnel dominated the institute to such an extent, that little time was left for discussion between staff and participants about the implications of what the consultants were saying. In particular, this was true in relation to the field trips. We never had a decent followup discussion concerning each field trip. It was also clear that there were not enough field trips scheduled for visits to programs for services to Italian, Jewish and other white ethnic groups in the city. Another serious lack of input had to do with outstanding examples of college and university library services to minority groups. Exchange of information in this area with the Paul Klapper Library on campus was just not enough to satisfy our contingent of college librarians.
- c. There was some lack of understanding about the purpose and organization of the task forces. In the original decision, we discussed the merits of a horizontal task force for each ethnic group as compared with a vertical arrangement where each task force would take one problem such as heritage or criteria or needs for all groups. Some participants felt the need for in-depth insight to all ethnic groups. The majority chose to organize by ethnic groups which were very uneven in composition with respect to numbers. Some resistance developed towards completing the task force reports because
 - a. some felt there was too much to do;
 - b. some were not quite sure what was required of them as a task force member;
 - and c. some felt inadequate to do a task force report for an ethnic group such as Native American which was

not represented among the participants by virtue of origin or professional assignment. This uncertainty was reflected in some of the task force reports and should have been avoided by more careful planning and staff work with the weaker task forces.

- d. There was general agreement that the "rap session" we had was a spontaneous reaction to the psychological and emotional problems raised by the competition of ethnic groups for attention and support. The experience of airing differences and latent hostility was very euphoric but it was a clear reminder that the program should have provided several opportunities for a more personal discussion of how minority people feel about one another. While we were very cognizant of this element in the proceedings, we counted too heavily on the so-called professional approach to cool our tempers. It just didn't work. In any future institute, we are now convinced that we need a specialist in human relations with some clear understanding of racism on the staff to deal with interpersonal relations at least once a week.
- e. Our certificate for satisfactory completion of the institute cited the equivalent of nine graduate credits for the course of study. This meant it was left to the authority granting the credit to make a decision in favor of each participant. This proved unfavorable for most participants where credit was needed for promotion, salary increments or certification. Our participant from the University of Hawaii was very fortunate because she did receive university credit for her work with us. That situation was the exception. In the future, we must take the time to have the college Committee on Course and Standing examine our course of study for graduate credit that can be recorded on a transcript. This was a weakness in the sense that a. there was some misunderstanding among those who assumed that credit would be forthcoming; b. applicants whom we might have attracted

did not apply, and c. lack of credit weakens the standing of institute training programs.

- f. Despite our extensive preparations for housing the participants from out of town, we had to house most of them in New York City at the inexpensive dormitories of New York University. Aside from the amount of time and energy devoted to traveling, this arrangement kept us from spending more time together on a more relaxed and casual basis. Furthermore, this time spent in going back and forth could have been spent profitably in some of the New York libraries which maintain extensive ethnic collections.

18. Major Problems Encountered and Solutions

- a. To cope with the tremendous number of applications (159) and in order to get a more diverse mix of region, ethnic group, age, sex and library level among the participants, we increased the number to be accommodated in the institute from twenty-five to thirty-two. This was done not only within the budget limits set by the grant, but also with official approval. The staff welcomed the opportunity to serve more people even though it meant crowding the instructional area.
- b. We've already mentioned housing as a problem in New York City. Under the circumstances, the participants fared better with the housing problem than did the participants of the 1972 institute. The solution to this problem can only be access to a campus dormitory on institute premises or a self-sufficient set of accommodations for living and learning, adequately subsidized.
- c. The tightness of a nine to five, three week schedule produced some obvious frustrations which had to be abated. Opportunities for individuals to work on their own or for the task forces to meet more frequently were

provided to ease the pressure felt by the participants. The tasks assigned to carry out institute goals and objectives had to be modified to suit realistic considerations of time and access to external resources.

- d. The problem of morale and rapport is ever present in a situation of this kind.

The staff approached this problem in two ways. One was to have private talks with as many individuals as possible and the other was to provide occasions for socializing at least once or twice a week. Once, it was necessary to set aside a special time for clearing the air of some hostility that was brewing in the group because of the provocative statements of various individuals. When all had a chance to speak their minds fully and freely, there was considerable relief evident in the atmosphere.

- e. Adjustments in the content of the course of study as well as the scheduling of activity had to be made to fulfill specific requests made by the participants or to overcome certain apparent gaps in the presentations:

1. For example, when the Mexican-American (Chicano) participant made a request for the film "I Am Joaquin," to illustrate the meaning of heritage and culture of a people, on very short notice by special arrangement, we were able to borrow this film from the Brooklyn Public Library. The response by the participants was highly enthusiastic.

2. When the participants were disappointed in the meagerness of the information about the heritage in a presentation on Puerto Rican resource materials, we provided an opportunity during the field trips to East Harlem and the South Bronx to learn more about Puerto Rican cultural heritage.

3. To fill a need for more precise information on acquisition of ethnic materials on the college level, we brought in a local book dealer who specialized in out-of-print titles dealing with immigrant groups of the past. In the same way, the Latin American specialist for the Paul Klapper Library was invited to share with the group, her experience with vendors who could supply

much-needed bi-lingual materials.

f. The production and distribution of eight extensive task force reports in time for adequate presentation before the entire group was a problem in logistics. This was fortunately handled with dispatch by:

1. the leaders of each task force
2. our administrative assistant responsible for reproduction of materials, and
3. the reprographics department of Queens College.

The end result was that all reports were heard in time and each participant left with copies of each of the eight task force reports. Of course, these task force reports do need some further editing for possible further dissemination.

19. Evaluation of Certain Aspects of the Institute

- a. Goals and objectives: The set of nine goals does represent an ambitious undertaking for a three week institute. However, they do represent the basic practical objectives to be achieved in dealing with minority materials and services. Goal number one, commits us to covering all minority groups. This is a tall but necessary order to understand the real scope of the problem. It would also be useful to have institutes devoted to one ethnic group only or simply to the groups that live in a particular region or local community like New York City. Goal number nine, dealing with the production of a bibliographic publication covering ethnic materials for all groups at all levels, needs to be carried out by a special team equipped to do this highly specialized and technical job, as a post institute project with funding all its own.
- b. Optimum number of grade levels: We were optimistic in including all grade levels. It did make sense, however, from the point of view of the overall concepts to be learned about ethnicity and its application to

libraries. It was also useful to examine the solution to common problems and share the experiences in different types of libraries. If we have a choice in the future, we would bring together all school librarians, all public librarians and all academic librarians in three separate institutes. However, we would expose each group to the problems of the other two, in trying to find successful examples of dealing with ethnicity in the library community.

- c. Beginning dates: There was no problem with beginning dates here since we started after the ALA Conference and the July 4th holiday. The problem is how to use time other than the summer to accommodate, for instance school librarians who find it even difficult to get away for one day professional conferences. The Spring vacation is a possibility for a one week institute which could serve a useful and specific purpose. The other alternative is either to hold weekend workshops or Saturdays only for an extended period. This would, of course, appeal only to local librarians.
- d. Optimum number of weeks: We obviously felt the lack of a fourth week which we had originally asked for. The three week institute was too hectic and too short for the goals we projected. Another week would have calmed us all because of the extra time to finish the reports, to think things through and to understand each other better.
- e. Participants: As between 25 and 32 we would prefer an even 30. As long as the number of applications is large enough to make the necessary selections for an appropriate mix with adequate physical quarters and staff, we could handle 50 participants with equanimity. The subject matter is intensely interesting and the participants come highly motivated, making it possible to handle a larger number than 30. Having more than one person from the same area, state or institution is desirable if this helps to give the appropriate mix. However, it is important to have the broadest

kind of representation in terms of geography for an institute that has national implications.

- f. Time distribution: There clearly was not enough free time to deliberate in groups assigned certain tasks. For that matter, free time was necessary to go off campus to look at specialized collections for authentic input into the task force reports. This free time could be coordinated with the schedule for field trips to eliminate any unnecessary duplication of traveling time.
- g. Substantive content vs. teaching skills: Even substantive content requires that it be presented with maximum impact. Teaching skill is an integral part of the instructional process. Every effort was made to combine effectively these two elements in the daily presentations. Participants were quick to criticize substantive content when the necessary pedagogy was lacking or lukewarm. There was continual emphasis on presentations that went to the heart of the matter with the support of illustrative teaching techniques and attractive audio visual media. This no doubt, has considerable impact, to judge by the attractive devices used in the presentation of task force reports during the final week.
- h. Ratio of staff to participants: The staff person originally designated as the associate director responsible for services and programs resigned before the institute commenced its operation. The person retained to do services and programs, although serving on the advisory board, only came for the second week of instruction. In fairness to the participants and the rest of the staff, this person should have been available for service all through the institute period. But, it was not realistically possible to employ such a person who was not already attached to the regular staff. No one was really available except for the department chairman who was willing to assume the title of associate director to facilitate the operation of the institute.

What we are simply saying is that we could have used another full-time person to share the responsibilities of the director, the administrative assistant and the librarian in working with the participants.

- i. Budget: There was unanimous agreement that when our original budget request was reduced by \$30,000, we had to operate on an "austerity" budget. We accepted the severe limitations on the financial outlay needed to run an institute without stress or strain. Trying to do in three weeks what was planned for four, was a problem, but we managed to finish the program on a relatively good note.

20. Impact of the Institute

The association of the Queens College Library Science Department with the field of ethnicity and librarianship has been greatly strengthened in the minds of people as a result of two institutes. As a matter of fact, the participants felt that Queens College should offer an annual institute on minority problems to take care of the ongoing problems in this very sensitive area. Short of having another institute, which is very problematical because of the shortage of funds, we were encouraged to design an ethnic materials information center, which we hope will be funded by the Ethnic Heritage Studies Program of the Office of Education. Interest and support for this service has come from various departments of the college who see this center as an answer to the interdisciplinary needs of ethnic studies.

The course on library materials and services for minority groups will be repeated once again this Spring. Negotiations with the curriculum committee are underway to consider the advisability of giving this course for a full academic year instead of one term. In addition, consideration is being given to a program to train bilingual librarians in collaboration with the New York City Board of Education's Bilingual Resource Center. All this gives strong support to the fellowship program for the training of librarians with ethnic/minority backgrounds.

The President of the College, Joseph S. Murphy, in his message to the opening session of the institute referred to above, made this observation concerning possible impact:

...I am confident that the Queens College Ethnicity and Librarianship Institute is increasing awareness of a much needed dimension in higher education. I am sure that with the growth of existing programs and the establishment of new ones, our Library resources will also become better equipped to respond to changing needs...

21. Additional Comments

Impact of the institute beyond the walls of Queens College is worth examining at this point. At two succeeding annual conferences of the American Library Association, there have been successful programs (1974, in New York City, on Ethnicity and Librarianship; 1975, in San Francisco, on Treatment of Minorities in Libraries and Publishing)* dealing with the need for pervasive ethnic collections in our libraries to support community needs. For the 1976 conference, another program closely related to the institute purpose is being planned, i.e. a Multi-Ethnic Workshop, where successful techniques of collection building and programming for minority groups will be demonstrated. Publication ideas growing out of both institutes have borne fruit with two publications by ALA: Multiethnic Media: Selected Bibliographies In Print and Jewish Americans and Their Backgrounds: Sources of Information, plus a set of eight bicentennial folders listing key materials for each ethnic group. Projected at this time, also to be published by ALA, are two directories of ethnic librarians and ethnic resource organizations.

The impact outside the library world is really most rewarding. In the concerns over the years for improvement of instruction for minority children, little has been said about the importance of library materials or libraries in this process. This year there has been a breakthrough. During the third week of the institute we were visited by Donald Shire and Charles Collins of the National Center for Quality

*Available on tape from: Development Digest, P.O. Box 49938, Los Angeles, Ca. 90049

Integrated Education (funded by the Ford Foundation). They were interested in our recommendations for school materials which could advance integrated education. Since then, we have been invited to attend regular meetings in New York of the organization's Policy and Program Committee.

We have had in the past year a whole series of requests for advice and information on ethnic materials from e.g.:

1. National Center for Urban Ethnic Affairs
2. American Jewish Committee, Boston Affiliate
3. Immigration History Research Center, St. Paul, Minnesota
4. Afro-American Education Center, Los Angeles, California
5. Multicultural Resources, San Francisco, California
6. Social Responsibilities Round Table, Rhode Island Affiliate

We do anticipate more requests of this kind in the days ahead.

CONCLUSIONS AND SUMMARY

A. State of the Nation

The virulent attack on multicultural materials in Kanawha County (Charleston), West Virginia, is a very dramatic reminder about the current status of multi-ethnic media and racism in our country. In a certain sense, multiethnic and multicultural library and instructional materials, are very much in evidence reflecting some real improvement in the last decade. In fact, there is legislation in many states of the Union such as there is in West Virginia, which mandates that school materials do justice to the ethnic and minority groups in our midst. However, there is violent resistance to the use of these materials in our schools comparable to the reaction against busing in Boston, Mass., or the intolerance shown in Rosedale, Queens against a single Black family living there. These violent reactions demonstrate that racism is still very much with us. The intolerance of minority groups has probably been heightened by the economic disaster which increases the scramble for jobs.

In order for librarians to continue to serve minorities with optimum results, the institute was planned for the Summer of 1975 to cover a wide range of ethnic groups. The keynote in the institute was that with the proper understanding of ethnicity, libraries and librarians would become committed to building ethnic collections and promoting services to enhance the self-image of the ethnic groups in the community. There was unanimous recognition that the problems we face as librarians in operating with the ethnicity concept are very complex even with the very best of intentions and commitment. In spite of the complexity of the problem and the depressing news about cutbacks in library budgets, the participants have returned to their communities determined to implement the institute findings on services to minority groups.

B. Growth in consciousness about ethnicity

The call already mentioned for the formation of a Polish-American Librarians'

Association came from a participant as a result of the recognition in the institute that we know little about each other's groups in terms of heritage and materials. This action was a reflection of the key institute finding that showed heightened sensitivity and consciousness about minorities. Whether one says that the institute has given us a greater measure of sensitivity to certain ethnic problems and frustrations, or that we are all now aware of the increasing impact of racial and ethnic issues on all levels of the educational system, it was unanimously agreed that the institute experience will play an important role in assisting libraries and librarians in reaching the ethnic groups with viable programs.

The institute process focused on the need to think through one's own attitudes and knowledge about ethnicity through the task forces, their reports, the lecturers and discussions, and field trips. This produced a better insight and empathy for minority groups who can be helped with imaginative library services. Another step forward in the process of understanding is to become familiar with the ingredients of building coalitions in one's local community among the diverse ethnic groups. The professional librarian further reflects this consciousness of ethnicity by maintaining an acute awareness in the acquisition of authentic ethnic materials. These quality, unstereotyped, non-racist materials go far to build pride and confidence among the library patrons who are then able to live better with their neighbors.

C. Competencies and skills for ethnic librarians

The institute moved in the direction of training ethnic librarians in competencies and skills required for all levels of librarianship. An examination of the task force reports for each ethnic group reveals certain common findings with respect to the evaluation of materials. The end result of discussing criteria and making judgments about the print and non-print media in the resource center was vividly described in the following statement by a participant.

I am sure that no one who participated in this institute will ever again pick up a book or any other kind of media without considering the effect it may have on the ethnic group depicted. *

Expertise in evaluation comes with personal knowledge of the ethnic heritage and culture and the application of this knowledge in the selection of materials. Evidence of this acuity came during the session on the evaluation of a special collection of innovative films. The following significant criteria were identified by the participants:

1. They are more realistic in terms of history, culture, lifestyles and feelings of people depicted;
2. They were largely non-commercial in approach;
3. They were produced by people who were insiders or a member of the group shown;
4. However, stereotypes were still present;
5. Representation of groups shown was more authentic;
6. They were clearly relevant for the audience of ethnic people.

As a result of this experience, some of the participants overcame their reluctance to use a set of predetermined criteria. Previewing of audiovisual materials is particularly recommended. There is an avalanche of media on immigration history in this bicentennial period. This material must be carefully examined before purchase to eliminate superficial efforts to glorify the immigration experience.

It was also agreed that while criteria may change with the times, the material evaluated should show that the minority person is a real human being with strengths and weaknesses, acting in response to his own nature and his own times. The participants were made very conscious of the negative impact of loaded words (such as Mafia), which can be needlessly offensive and inappropriate. There was general agreement about the need to be very critical and to pass on criticism to the publishers in the interest of a better product. Stereotyping must be stoutly resisted and deliberate omissions must be brought to the attention of the producers.

*Quoted above

Selection and services were considered for all groups in school, public and college libraries. Identification of key bibliographic sources and selections of individual print and non-print titles had to be made by each group to form a working ethnic collection. How to make this collection serve the particular ethnic group was then examined in detail. The function of services was to:

1. Increase awareness of the group's own heritage and culture and why it should not be lost or forgotten.
2. Give the group a sense of self-pride and strengthen desire for identity.
3. Supply information that can satisfy their interests and curiosity about group problems in relation to themselves.
4. Supply information on the diversity within the group.
5. Give them sense of belonging with a stake in American democracy.

In public libraries bilingual materials should be offered including books, newspapers and periodicals. Programming of films and discussion groups should be arranged for young people and adults, with special attention to the senior citizens. Children's programming such as films, storytelling and puppet shows should include folklore, humor, music and art. The community should be surveyed to assess needs. Representatives of all types of organizations should be asked to cooperate in planning programs with cultural content or on questions of vital concern.

In schools, particular emphasis must be placed on obtaining materials about all ethnic groups including those groups that might not be represented in the community. While students need to identify with their own heritage, they should become familiar with other groups that may or may not live close by. In schools that serve bilingual students, appropriate materials and services should be available in the languages spoken. Parents should also be involved in ethnic studies.

College reference collections should contain materials to answer questions dealing with various ethnic groups. In addition, a complete collection of source

materials and general reading materials should be maintained for these groups. Special library services may be offered to students in ethnic studies curricula. Special instructional manuals for researching a particular ethnic group are recommended. Annotated bibliographies at appropriate times of the year have been found very useful. So much for building collections and special services.

D. Summary of unfinished tasks

1. The impact of the new multicultural media has never been fully explored. It would be useful to plan a workshop which would examine recent research findings for possible application to libraries. In addition, a research design could be devised in this workshop to test the effect of ethnic studies and library materials on attitudes and behavior of a particular group of students or adults. Finally, a study to determine how many well-developed ethnic collections exist in libraries would be very timely and useful in evaluating library services to minority groups.
2. How to spread the message about ethnicity to suburbia remains a most perplexing problem. Progress has been made in making more ethnic material available from the publishers. While there may be some slowing down in the number of ethnic titles available to libraries, the schools and libraries outside of the inner cities are not committed to building strong ethnic collections on the grounds that they have no minorities in their communities. An integrated literature collection for instance, should represent writers of various ethnic origins. For many reasons there is resistance to the concept that ours is a multicultural society. This problem needs urgent attention by libraries in suburbia!
3. It's time for a training program in New York and elsewhere for bi-lingual librarians as a logical extension of our institute on ethnicity and librarianship. Bi-lingual and bicultural materials are now available and

in abundance and they should be examined formally by interested librarians.

4. A census of successful programs for minority groups needs to be taken and a workshop could be organized where an exciting exchange of inspirational and practical ideas in the use of multicultural materials could take place. The participants in the institute felt that they could use more examples of programs that have proven worthwhile for minorities.
5. One final job remains to be done. The task force reports need to be edited for possible publication and the titles recommended in each group need to be integrated into one basic ethnic collection. This could serve as an acquisition guide in public, school and academic libraries.

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ATTACHMENTS

Schedule of the Institute
Brochure

ROSTER OF PARTICIPANTS

		(Number of Dependents)
Priscilla Bassett 440 West 162d St. New York, N.Y. 10032	Librarian, Little Red School House 196 Bleecker St. New York, N.Y. 10012	0
Sara Bertisch 137-68 75 Rd. Flushing, N.Y. 11367	(none)	0
Cecilia Cheung 259 Fairhaven Mall, Apt. B4 Jericho, N.Y. 11753	Ass't. Librarian State Univ. of N.Y., Westbury Box 229 Old Westbury, N.Y. 11568	0
Pamela D. Chin 104 Aiai St. Kahului, Hawaii 96732	Student Graduate School of Lib. Studies Univ. of Hawaii, 2425 Campus Rd. Honolulu, Hawaii	0
Joyce P. Collins 595 Hicks Rd. Apt. 14C Nashville, Tenn. 37221	Head, Media Services Fisk Univ. Library Nashville, Tenn. 37203	0
Pilar de Cuenca 214-34 14th Ave. Bayside, N.Y. 11360	Supervising Librarian Bilingual Resource Center Library 110 Livingston St. Rm. 221 Brooklyn, N.Y. 11201	0
Carmine Diodati 306 Washington Ave. Brooklyn, N.Y. 11205	Senior Librarian N.Y. Public Library, Wakefield Br. 4100 Lowerre Pl. Bronx, N.Y. 10466	0
Jenelle Elder 3429 North Humboldt Blvd. Milwaukee, Wis. 53212	Librarian, Peckham J.H. School 3245 N. 37th St. Milwaukee, Wis. 53216	1
Andrea W. Enos 168 High Plain Rd. Andover, Mass. 01810	Supervising Librarian City of Haverhill Public Schools 150 Boardman St. Haverhill, Mass. 01830	3
Edith M. Fisher 9794 Caminito Bolsa San Diego, Ca. 92129	Associate Librarian/Ethnic Biblio. Univ. of Calif., San Diego P.O. Box 2367 LaJolla, Ca. 92037	0
Fred R. Forbes 1116-A S. Mantle Lane Santa Ana, Ca. 92705	Reference Librarian Univ. of Calif., Irvine Irvine, Calif. 92664	2

ROSTER OF PARTICIPANTS (Con't.)

(Number of Dependents)

Nicolette Fraction 42-52 Union St. Flushing, N.Y. 11355	Librarian HOSTOS Community College (CUNY) 475 Grand Concourse Bronx, N.Y. 10451	0
Victoria M. Gala 57 W. Golden Gate Detroit, Mich. 48203	Special Project Librarian Wayne Oakland Federated Library System, 33030 Van Born Rd. Wayne, Mich. 48184	0
Ann R. Gehlen 147 Piedmont Ave. Winston-Salem, N.C. 27101	Reference Librarian Forsyth County Pub. Lib. 660 W. 5th St. Winston-Salem, N.C. 27101	0
Judy Gewuerz 50-22 201st St. Oakland Gardens, N.Y. 11364	Creative Writing Librarian P.S. 86 Queens 87-41 Parsons Blvd. Jamaica, N.Y. 11432	1
Alice F. Harris 124 Stuyvesant Rd. Teaneck, N.J. 07666	Librarian I.S. School 201 2005 Madison Ave. New York, N.Y. 10035	1
Martha Harris 78 Hillside Ave. Roslyn Heights, N.Y. 11577	Library Media Specialist Herricks S.H. School Shelter Rock Rd. New Hyde Park, N.Y. 11040	0
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TABULATION OF FEED BACK SHEETS
OUTLINE

- I. Ethnic Studies, i.e. insight, heritage and culture
 - A. General
 - B. Specific (dealing with a particular ethnic group)
 - C. Bilingual Issues
- II. Programs and Services
 - A. General
 - B. Specific
- III. Organization and Mechanics
 - A. Question and answer periods
 - B. Work and study time allotments
 - C. Other time allotments
 - D. Rap sessions
- IV. Resources and Materials
 - A. Biographical materials
 - B. Handouts
 - C. Print and Non-print materials
 - D. Criteria
- V. Speakers (Consultants)
 - A. General
 - B. Specific
- VI. Task Force Reports
- VII. Field Trips
- VIII. Ideas for the Future

TABULATION OF FEED BACK SHEETS

I. Ethnic Studies

1. Have you gained valid insights into the literature of the minority groups discussed?
yes 97% *
2. Do you feel materials on all levels (elementary, high school, college and university) were sufficiently covered?
yes 17% no 80% (each speaker seems to approach different levels)
3. In what way was the information presented by the resource persons of value to you?
Provided insights into culture (sensitizing) 52%
Made you aware of materials 19%
Helped evaluation of materials 13%
Specific resources important too 13%
4. Did you gain any insight into how a coalition between different ethnic groups can be created?
yes 64% no 26%
5. Are you in favor of eliminating all library materials that have any kind of stereotyping in them?

school library	35%	52%
public library	16%	55%
college and university library	3%	74%
	(yes)	(no)
7. Will the material presented enable you to develop special relevant ethnic collections?
yes 80% no 19%
8. Did "The Public Library Approach" program (July 14, 1975), provide insight about problems of communities served?
yes 100%
9. How has your participation in the Institute thus far affected your understanding of minority groups?

plus +	minus -
5 4 3 2 1 0 1 2 3 4 5	
plus 5	<u>26%</u>
plus 4	<u>26%</u>
plus 3	<u>41%</u>
plus 2	<u>7%</u>
10. Do you think the films shown provided insight into the plight and attitudes of the various ethnic groups portrayed?
yes 100%

* Where percentages do not add up to 100% certain participants chose not to answer the particular question. Where the percentages exceed 100% participants checked more than one relevant answer.

11. The presentation by publishing editors (July 21, 1975), of children's literature covered the subject thoroughly:
yes 24% no 76%
12. Do you think points as to how librarians can help eliminate sexism and racism, and promote intellectual freedom were adequately discussed?
yes 43% no 56%

Questions relating to a particular ethnic group:

1. Were the cultural differences of Asian Americans explained sufficiently?
yes 26% no 74%
2. Did the examples from the media improve your ability to recognize the stereotypes of Asian Americans?
yes 90% no 10%
3. Would you have appreciated a more specific explanation of the heritage, culture and socioeconomic conditions of all Asian American groups?
yes 94% no 3%
4. Did you gain insight into the culture, heritage and socioeconomic conditions of Chinese and Japanese Americans?
yes 84% no 16%
5. Was insight into specific problems provided for Chicanos?
yes 98%
6. Was the presentation of the heritage and culture of Chicanos concrete enough so that it would enable you to evaluate materials more effectively?
yes 91% no 9%
7. Was your insight into the history, culture and problems of the Italian American improved?
yes 100%
8. Do you have a better concept of how to handle the term "Mafia" in library materials?
yes 86% no 13%
9. Would you have wanted information on Italian American books for children?
yes 61% no 39%
10. Was insight into specific problems provided for Native Americans?
yes 99%
11. Was the presentation of the heritage and culture of Native Americans concrete enough so that it would enable you to evaluate materials more effectively?
yes 91% no 9%
12. Was insight into specific problems provided for Puerto Ricans?
yes 64% no 33%
13. What was your reaction to the presentation of college-level Puerto Rican materials?
positive (adequate or better) 82% negative 5%

14. Was the presentation of the heritage and culture of Puerto Ricans concrete enough so that it would enable you to evaluate materials more effectively?
yes 91% no 9%
15. Rate the overall effectiveness of the session on "The American Experience of European Ethnic Groups."
positive 66% negative 33%

Bilingual Education and Librarianship:

1. How do you feel bilingual education affects library collections and programs?
Libraries should have bilingual collections 90%
No answer 17%
2. Are you planning on subscribing to periodicals from minority presses that were displayed?
yes 60%
3. Are you able to read in any language other than English?
yes 68% no 32%
4. Do you think it's important to learn any other language?
yes 51%
5. Are you planning on studying another language?
yes 35% no 16%
6. Does the collection in your library reflect more than one language?
yes 42% no 10%
Some of the languages: Chinese, French, German, Greek, Italian, Japanese, Polish, Spanish, Swahili, Yiddish

II. Programs and Services

1. Did resource people mention ways librarians can be instrumental in creating relevant library collections and services for different ethnic groups?
yes 94% no 6%
2. How would you rate the effectiveness of "The Public Library Approach" presentation (July 14, 1975)?
positive 88% negative 12%
3. Materials and information received today (July 14, 1975), will enable you to:
Understand the importance of special services in urban libraries 58%
Have a clear understanding of what special services are all about 27%
Understand the implications of special services:
in suburban libraries 4% in public libraries 15% in university lib. 4%
4. Did you feel that the presentation "The School and College Library Approach," (July 15, 1975), provided new stimuli, information and further reinforcement?
yes 94% no 6%
5. In what ways could the presentations of Dr. Antonetty, Ms. Arnoldson, and Mr. De Lemos on "The Community Speaks" (July 16, 1975), contribute to work and programming in your library?
Provided insight into problems of the minority groups in the community 78%

Provided ideas about how to strength existing services to minority groups 41%
Provided ideas for setting up new services 30%

6. Do you feel that information received through the presentations and the field trips will be useful to you even though you work in a suburban situation?
yes 67%
7. Can you see the validity of hiring a community liason person in your library situation?
yes 44% no 37%
8. Would you have liked the Institute to have included more discussion-presentations on creative programming of library materials on ethnic groups such as was given by Binnie Tate on Black materials?
yes 90%
9. Does your library have special plans to celebrate the 1976 Bicentennial highlighting the contributions of any particular ethnic groups?
yes 35% (Black, Greek)
10. The emphasis of the Institute for this week has been on library services and programs for ethnic minorities: what is your overall assessment?
positive 81% negative 15%

III. Organization and Mechanics

1. Should the question and answer periods be shortened or lengthened?
lengthened 33% shortened 0 remain the same 33%
2. Did the discussions that proceeded and followed the films (July 17, 1975), make you better able to judge the quality of films vis-a-vis the various ethnic groups we are interested in?
yes 91% no 9%
3. Did you have ample time to examine materials passed around?
yes 50% no 50%
4. Do you feel this is an effective method for being introduced to new materials?
yes 50% no 50%
5. Any suggestions about how examination of materials brought in could be handled more effectively?
Books mentioned by speakers should be available in resource center; adequate time should be given to examine and evaluate materials; they should be available prior to presentation; lists; more time after presentations for examination of materials.
6. Do you feel that the 9-10 and 1-2 time slots ought to be reserved for the use of the Task Forces exclusively?
yes 95% no 5%
7. Was there enough time to examine each collection (during field trips) on your own?
yes 10% no 62%
8. Should we have a period devoted to a discussion of ethnic feelings and reactions to the problems of ethnicity in America?
yes 87% no 10%

9. During this institute, do you feel that discussion or presentation of materials has been given sufficient time for group participation and exploration?
yes 48% no 52%
10. Should there have been time allotted for the showing of films in their entirety rather than excerpts or bits and pieces?
yes 85% no 10%
11. Do you feel a daily rap session would be helpful after each day's speakers?
yes 89% no 4%
12. Was the rap session beneficial to you (July 17, 1975)?
yes 95% no 5%
13. What is your assessment of the rap session?
It cleared the air 48%

IV. Resources and Materials

1. Should biographical information on the speakers be mimeo-graphed and passed out?
yes 75% no 25%
2. Should this include a list of his or her publications?
yes 83% no 14%
3. Do you feel you were bombarded with materials (hand-outs)?
yes 50% no 50%
4. Do you feel materials on all levels (elementary, high school, college and university) were sufficiently covered?
yes 17% no 80% (in regard to speakers)
5. Do you think the films shown provided insight into the plight and attitudes of the various ethnic groups portrayed?
yes 100%
6. What is your assessment of the film materials presented by William Sloan, (July 17, 1975)?
positive 97% negative 3%
7. What do you think are the primary factors that differentiate these films from the average films seen every day?
More realistic in terms of history, culture, lifestyles and feelings of people depicted.
Non commercial approach.
Made by people who were insiders.
8. Do you think ethnic films can be judged using the same criteria as other films bought by the library?
yes 9% no 48%
9. Do you need special criteria?
yes 65% no 17%

10. What are some of the special criteria needed?
- To know the background, history, culture and authenticity of ethnic groups and how presented.
 - To know possible bias of film maker.
 - To know goals desired, purpose for making film, for groups intended, stereotypes presented.
- V. Speakers (Consultants)
1. Did Stanley Aronowitz and Irving Levine provide insight into ethnicity and class?
yes 90%
2. Would you have wanted the speakers (Levine and Aronowitz) to mention more relevant titles relating to their topics?
yes 73%
3. Would you like to hear from one or more of Monday's (July 7, 1975) speakers?
- | | |
|-------------------|------------|
| Irving Levine | <u>2%</u> |
| Stanley Aronowitz | <u>49%</u> |
| William Mackey | <u>49%</u> |
4. Did Victoria Gala and Stephen Torok deal with the stereotypes of the European ethnic groups?
yes 85% no 15%
5. How would you rate the effectiveness of the presentation by Evelyn Hall, Bessie Bullock and Lut R. Nero on "The Public Library Approach"?
positive 88% negative 12%
6. The presentations by Lucille Thomas and Mordine Mallory on "The School and College Library Approach" were informative and relevant.
positive 95% negative 5%
7. In what ways could the presentations of Dr. Antonetty, Marta Arnoldson and Lou De Lemos contribute to work and programming in your library?
Provided insights into problems of the minority groups in the community 78%
Provided ideas for setting up new services 30%
8. How would you regard their presentations vis-a-vis the purpose of the institute?
positive 85% negative 15%
9. What is your assessment of William Sloan's presentation?
positive 95% negative 5%
10. The presentation by publishing editors (Judith Whipple, Barbara Walker, Phyllis Fogelman), of children's literature covered the subject thoroughly.
yes 24% no 76%
11. How well do you think Dr. Rose Agree's presentation covered the topic as listed in the institute's program, ("Evaluative Criteria for Use of Multi-Ethnic Materials with All Groups")?
positive 20% negative 77%

VI. Task Force Reports

1. Do you have an understanding of the purpose of your task force report?
yes 44% no 12%
2. Do you feel that the 9-10 and 1-2 time slots ought to be reserved for the use of the Task Forces exclusively?
yes 95% no 5%
3. At this juncture of the Institute what progress is your group making on its Task Force report? (half way through the Institute)
According to schedule 10%
Lack of time preventing from doing an adequate job 57%
Although behind, expecting to finish 14%
Terribly behind 14%
4. Do you feel that your work on the Task Force reports is somewhat repetitious of previously published materials?
yes 90% no 10%
5. What kind of Task Force report can you envision for another ethnicity institute in lieu of the type of task force report your group is preparing?
Vertical arrangement preferable 23%
More specific (by age, level, etc., i.e. type of media, services only, etc.) 15%
Direct evaluation of materials 15%
More time for research and quality reports 15%
Updating former task force reports 7%
6. Do you feel that Tuesday's (July 22, 1975) time was well spent on "Development of Task Force Reports," or would you have preferred to have devoted time to some other activity (such as examining audiovisual materials)?
yes 90% no 5% (would have preferred alternate activity)

VII. Field Trips

1. Do you think the concept of the neighborhood information service was presented clearly?
yes 96% no 4%
2. Did the visits to the Langston Hughes Information Cultural Center and the Neighborhood Information Center clarify the staff's presentations?
yes 81% no 4%
3. Did the above trips provide more insight into special services as reported by the speakers?
yes 85%
4. Would you have liked some examples of the Neighborhood Information Center in action?
yes 54% no 8%
5. Would it have been profitable to have had some time to see each library in operation on your own?
yes 35% no 35%

6. How would you assess the relationship between the morning's presentation (The School and College Library Approach), and the afternoon's field trips (Children's Cultural Information Center, Countee Cullen Branch Library, and the Schomburg Center for Research in Black Culture)?
One of reinforcement 24%
Different in substance 43%
7. Were you given enough background information of the scope and purpose of each of the above collections?
yes 57% no 33%
8. Were you aware of these collections before? If so, how did you become aware of them?
yes 57% (through school, work, reading)
no 28%
9. Were the visual presentations of value?
yes 62% no 19%
10. Was there enough time to examine each collection on your own?
yes 24% no 62%
11. Do you feel that information received through the presentations and the field trips will be useful to you even though you work in a suburban situation?
yes 67%
12. How would you regard this afternoon's field trips to the South Bronx Project and the Museo del Barrio?
positive 88% negative 12%
13. How would you assess the relationship between this morning's presentation (Services to Chinese, Italian, and Jewish Americans), and this afternoon's field trips to the Chinese Development Council and the Henry Street Settlement?
One of reinforcement 15%
Different in substance 48%
Both useful 30%
no relationship 7%

VIII. Ideas for the Future

1. Does your library have special plans to celebrate the 1976 Bicentennial highlighting the contributions of any particular ethnic groups?
yes 35% (Greek, Black)
2. Do you feel this Institute will play an important role in aiding librarians and libraries in promoting understanding between ethnic groups?
yes 90% uncertain 10%
3. Do you think the ethnic diversity of the group is beneficial?
yes 81% not important 15%
4. I find that the Institute at this point will affect my profession:
positively 85% negatively 4%

5. Give ideas and suggestions as to how librarians can help eliminate sexism and racism, and promote intellectual freedom:

Through personal awareness by librarians 47%

Have stronger support by professions and professional associations
(including those outside the profession) 20%

Through legislation 20%

Let publishers and authors know our feelings 5%

EVALUATION REPORT

INSTITUTE ON ETHNICITY AND LIBRARIANSHIP

QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, FLUSHING

NEW YORK 11367

EVALUATOR

BINNIE L. TATE

METHOD OF EVALUATION

1. Informal conversation with participants and staff.
2. Attendance and participation in the last week of the institute's programs and activities.
3. Analysis of institute feedback sheets.
4. Evaluation of student task force reports.
5. Assessment of materials used in institute programs.
6. Conversations with staff.

NOTE: Having served as a consultant to the former institute held in 1972, it was possible for me to make some relationships between the two institutes.

CONTENTS:

GENERAL OVERVIEW

GOALS

PARTICIPANT SELECTION

PROGRAM

STUDENT COMMENTS AND FEEDBACK

GENERAL OVERVIEW

Participants in the institute felt that, overall, the experience was worthwhile. However, it was also generally felt that the goals originally indicated were not fully accomplished. It was pointed out that institute program experiences and assignments seemed sometimes unrelated to the goals.

Materials such as lists, brochures, articles, etc. were provided in sufficient quantities and varieties. Book materials were somewhat limited and the utilization and examination of audio-visual materials was hardly sufficient due to limited time allotted. ALL PARTICIPANTS INTERVIEWED INDICATED HAVING BECOME ACQUAINTED WITH A NUMBER OF RESOURCES WITH WHICH THEY WERE FORMERLY UNACQUAINTED.

The summary statement for this institute states that the plan was for logical follow up to the institute held in the summer of 1972, in which students studied creation, selection and utilization of library materials. Participants in the current institute were to evaluate materials published since 1972 based on the criteria established by the former group. The concept of ethnicity was to be expanded to include white ethnic groups such as Jews, Italians, Irish, Germans, Poles, Slovaks, etc.

The intent for this institute was indeed logical if somewhat too broad. In such a short period of time, so many ethnic groups could barely be introduced. Possibly, the best procedure for a short institute of this kind would be, as suggested by the participants, assigned readings prior to actual programming and suggestions for follow up and further study.

Although it was suggested that criteria from the original 1972 program would be used, it was hard to determine how this was done. Copies of these criteria were not among the materials examined. Participants in the current institute showed considerable frustration in establishing criteria. Generally, they reported feelings that criteria might be too limiting in dealing with such a complexity of ethnic groups and in analyzing publishing, selection, and programming. In spite of the broad approach, the majority of the participants reported having learned something about one ethnic group or another. The institute process, placing members of various groupings in close proximity for three weeks, exposed some cultural positives, some subtle elements of racism, some negative ethnic attitudes, and some program ideas. Personal experiences communicated, and research shared, provided some persons with further sensitizing.

Better results might have been attained from a focus on one ethnic group and making relationships to others. Or, criteria established in 1972 could have been applied to a specific group of materials.

GOALS

A. "Improvement of library services to all minority ethnic groups, e.g. Asian-Americans, Blacks, Germans, Irish, Italian-Americans, Native Americans, Polish, Puerto Ricans, Slovaks, etc."

Aiming toward accomplishment of the first goal seemed particularly frustrating to the participants, because services was the area least covered in the programming. Consistently those interviewed felt that insufficient information regarding services and programming had been provided. The concentration was instead upon ethnic history and sociology combined with selection and availability of materials. The effective use of materials and resources in the various types of libraries represented was not adequately covered.

It could be assumed that some possibilities for programming would be evident in the visitation to library agencies in the New York area. The visits, however, were primarily to public libraries, therefore those representing schools and research libraries were stymied in their attempts to make relationships between public programs and specialized areas of service. Participants felt that field trips should have included at least one visit to each type of library being considered, either to view examples of effective programs or to hear about possibilities. Materials provided, might have included samplings of such effective programs rather than such a profusion of bibliographies.

It may be important to indicate that in the limited time provided for the institute, it was hardly possible to provide enough field trips to cover all the service areas. Some information had to be provided through speakers and reading materials. More information might have been gathered from group interaction had more time been allowed for participant discussion.

It also seems important to note that students of graduate calibre could be expected to draw some relationships and conclusions based on the information provided added to the expertise each person had in an area of library service.

As indicated in the general overview, the major problem with this goal was probably the broad inclusion of all ethnics. Concentration on one group, or at least on the groups covered in the former institute, might have been more realistic.

B. "To identify and examine the cultural heritage and contributions of the minority/ethnic groups cited above."

Problems in achieving this goal were somewhat the same as with goal

number one. Ethnic groups are sufficiently complex as to require years of study to effectively assess their contributions and specialized characteristics. However, some of the groups were effectively introduced through the institute processes. One participant said for instance, "I never knew who a Chicano was until this institute."

A need for assigned readings before the institute which would have allowed for some mutual points of departure for all participants was indicated. A textbook in ethnicity, with required assignments might have also been helpful. Audio visual materials, well selected, might have served efficiently in introducing heritage and culture.

Evenings could have been spent visiting cultural bases in each study group, on an informal basis. Numerous opportunities for such exposure in the New York area were missed. Lists of such sites could have been listed for the participants before the institute began.

C. "To identify, examine and evaluate in the light of criteria previously defined existing library materials that may be used to serve the needs and interests of these minority groups including children, young people and adults."

The "criteria previously defined" were established for only a few of the groups included in the study assignments for this institute, therefore, a lot of time was spent developing criteria for ethnic groups not formerly studied. As previously indicated, it was apparent that the participants had some misgivings about the validity of formerly established criteria. Some indicated that problems might be more adequately solved with a set of questions to be asked of selectors rather than presenting criteria. These questions might test one's expertise in the area of ethnicity denoting for the selector or programmer their need for further study and more resources in the ethnic category of interest.

Participants felt that generally the materials provided for them concentrated more in the areas of service to children and young adults than for adults. However, determining effective programming for adults is a general problem affecting public libraries in particular. Some ideas were presented in the final reports prepared by the task forces.

D. "To determine the nature and quantity of additional library materials that are needed to serve more effectively the multiethnic needs and interests in our community."

The difference in the quality and quantity of materials available in the various ethnic groups is apparent from the reports. The need for dealing with white ethnics apart from the subject of those victimized by gross omission and stereotypes in the publishing world was apparent.

White ethnics found themselves needing more information on the gathering and use of materials. The questions of credibility, availability, stereotypes and authenticity became much more acute in the case of Blacks, Chicanos, Asians, Indians and Puerto Ricans. In all cases, the task forces were frustrated by the question of specialization versus integration of materials. Participants were also frustrated by the fact that materials used in the institute were provided without critical evaluations attached. There was not sufficient time to evaluate materials on the spot. Some felt it would have been better if each participant had been assigned a group of materials to evaluate.

The presentation by publishers was not entirely useful for, as determined by the students, information regarding problems in the publishing world was not included. Some clues were provided to processes of ethnic publishing, but it was generally felt that a more candid and direct approach to the issues assigned for the institute would have been more helpful.

E. "To identify programs now actively being pursued which could be of service to all minority groups."

The field visits were helpful in this area, but not entirely adequate. Part of the frustration was probably due to the fact that many programs formerly identified as effective are now not in effect. Also, currently active programs, not being funded are hard to identify. The lack of participant involvement and discussion did not allow for the sharing of knowledge from the various areas of their experience regarding effective programming.

F. "To develop a set of recommendations in the light of these objectives which would be useful to writers and publishers, as well as librarians and teachers."

In spite of the limitations noted before, final reports by the institute task forces include helpful information and recommendations for the use of librarians and educators. Some are weighty bibliographies which can easily be found in other sources.

Participants felt that their recommendations came by way of their research and readings rather than from information provided by the institute. This was particularly true in the case of the group dealing with the American Indian. Others were convinced that general recommendations could be made which would apply to all groups. It is apparent from the reports that the task forces became increasingly aware of the specializations as well as similarities of each ethnic group.

G. "To improve the competency of the librarian to identify, select, acquire and utilize effectively, in support of the educational and cultural purposes of the library, the best library materials for minority groups."

Participants reported that they did in fact receive help in improving their competency for selection and acquisition, from the materials provided. Clues were also gathered from the field trips, speakers, and individual investigation.

H. "To improve the competency of the librarian to identify gaps, shortcomings and needs in terms of materials that should be produced, and to communicate accordingly with interested parties."

Implications of shortcomings and needs are found in the final reports. Much of this information was not discussed so that the entire group could be aware of the findings. This was primarily due to the lack of time for the reports which were presented to the group on the last two days of the institute.

I. "To produce a publication covering bibliographic materials for each ethnic or minority group covering

1. background materials, e.g. culture
2. materials for children, fiction and non fiction
3. materials for young people, fiction and non fiction
4. materials for adults, fiction and non fiction
5. directory of organizations active in multi ethnic work"

The process by which the publication will be produced was not made clear, however, those participants interested in working on the cumulative report were asked to indicate so. Some participants felt that such a publication should not duplicate materials already available in numerous bibliographies but should point out materials which may be hard to find or materials from specialized and smaller publishing houses.

PARTICIPANT SELECTION

Participants represented several areas of the country, bringing a variety of experiences and backgrounds to the program. Minorities represented, included Blacks, Asians, Puerto Ricans, Jewish and Italian.

In conversation with selected participants, it was apparent that a great deal of expertise was available among the group which could have been utilized in the institute process. Through group discussion assignments, to be reported to the larger institute much could have been gained. More participants might have been selected from areas of service where their institute experience could have had a broader future impact.

Persons representing all the areas of service indicated in the proposal could be identified.

PROGRAM

The analysis of the goals exposes some of the problems regarding the program.

Speakers selected for the program necessarily changed from those suggested in the original proposal, but a number of experts presented worthwhile information. The impact of the speakers varied from worthwhile to useless according to participant feedback.

Those participating, concluded that the program was overburdened with speakers, who presented information too general, or too specialized to be useful. Feedback indicated positive responses to Dr. Aronowitz and Carmine Diodati.

The director seemed too reluctant to use staff expertise in an effective way. The talent and knowhow of Ms. Mallory seemed wasted on minor clerical and research problems. She might have served better as assistant program leader to the director, leading discussions and pointing out helpful information and resources. Being Black, she was also probably aware of alternatives which could have proved useful in some of the problem areas.

Generally it could be concluded that this type of institute is helpful. However, the time allotted presented a major problem for planners and participants. Such an institute might be planned for a full semester or a year, allowing participants a chance for study which might result in a specialist credential.

Future institutes should make better use of resources available in other departments at the institution. A cooperative plan with existing ethnic study programs might also be possible.

Participant comments which follow indicate positives and negatives regarding the program:

COMMENTS FROM PARTICIPANTS -- FEEDBACK SHEET NUMBER 10

POSITIVES

1. Speakers were informative (4)
2. An "alive" institute
3. Film day was good
4. Field trips provided reinforcement (6)
5. Institute well planned with participant in mind
6. Bibliographies were excellent
7. First week was excellent
8. Some speakers were excellent, (5) particularly Gambino, Meltzer

POSITIVES con't.

9. Better institute than expected
10. Adequate

NEGATIVES

1. The program lacked substance
2. Should have included areas to visit in the Jewish community
3. Discussions regarding criteria should have been during first week
4. Task forces were not a learning process
5. Too many speakers, too little discussion
6. Reading assignments before the institute were needed
7. Field trips should have been related to areas of service
8. Speakers did not interact enough with participants
9. Participants needed a clearer idea of aims
10. Group should be made aware of possible sensitive areas
11. Contents too uneven
12. Exposure too intense for quick reaction
13. Speakers avoided controversial topics
14. More techniques needed
15. No time for research
16. More group evaluations were needed
17. Not enough time to visit libraries
18. Too much duplication

Suggestions for Task Force Reports for the Future (From the Participants)

1. Vertical arrangement of task forces (5)
2. Each person prepare working paper
3. Retrospectively look at past task forces
4. Sensitivity sessions
5. No task forces
6. More specific approach
7. More time for research
8. On site evaluation of materials
9. More specialized reports considering age and type of media
10. Everyone contribute to one report
11. One in each task force should be an expert
12. Three to six months should be allowed for preparation
13. More idea exchange
14. A five year plan -- one nationality each time
15. An institute only on media preparation and presentation
16. More information for college and research librarians

An Evaluation of the Ethnicity and Librarianship Institute:
Library Science Department
Queens College of the City University of New York, Flushing
July 7, 1975 - July 25, 1975

Submitted by:

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This evaluation of the Ethnicity and Librarianship Institute, held at Queens College from July 7, 1975 to July 25, 1975, consists of two parts. Part one is a personal commentary based upon my observation of a number of different sessions and conversations with Institute participants and speakers. Part two is the presentation and analysis of data gathered from a questionnaire which was administered to the Institute participants during the last session. I have concluded this report with a few brief remarks and recommendations about possible future institutes which explore the implications of the concept of ethnicity for librarianship.

PART I: Personal Observation of the Institute

I wish to emphasize that my personal perspective of the Institute is influenced by my background as a library educator and as a researcher in the field of ethnicity. The following remarks should be considered from the viewpoint of a person who values formal structure in educational experiences and empirical methodology in the investigation of the concept of ethnicity. This does not mean that other educational experiences are invalid or that other means of exploring ethnicity are not useful. I wish merely to state my particular viewpoint at the beginning of this report.

The Institute schedule allowed a morning and afternoon meeting for each of the fifteen days that the Institute was in session. I managed to attend eleven of these sessions, which were chiefly devoted to some type of presentation by a speaker or panel, or to a task force report. I attended none of the four field trips, nor was I present at the task force working sessions. I believe that the sessions I did attend were indicative of the Institute program -- an opinion which was confirmed by informal discussions with various Institute participants.

My chief intention as an observer was to determine to what degree the stated

Institute goals were fulfilled by the structure of the program and its activities. However, because of the extreme complexity of the theme of the Institute and the obvious inability of a single person to take into account the various levels of cognitive and affective interaction of some thirty-two participants, I had to be extremely selective in the points to be observed. Accordingly, before the conference began, I drew up a rudimentary checklist to guide my note taking. The principal qualities that I was looking for were:

- (1) Clarity of program direction, i.e., was the concept of ethnicity clearly defined and applied to various library practices? Did the program structure and activities encourage a logical progression toward Institute goals?
- (2) Participant interaction, i.e., were the morale and enthusiasm of the participants high? Did the participants positively interact in the scheduled sessions as well as in the informal circumstances?
- (3) Skill achievement. Was there evidence that participants were acquiring distinct insights, or skills which would aid them in their services to ethnic clienteles?
- (4) Understanding of the concept of ethnicity. Did the participants develop an operational concept of ethnicity which they could apply to other ethnic client groups as well as to their own special ethnic group? Was the concept of ethnicity being developed one which was rich and multi-faceted, or was it a reinforcement of existing ethnic stereotypes? These observational categories also provide the structural outline of the first part of this evaluation.

(1) Clarity of Program Direction.

The first week of the Institute was built around the theme: Ethnic Studies: heritage and contributions of minority groups and their treatment in library materials. The programming of the week's activities was critical to the success of the entire Institute as it provided the context and the vocabulary by which the concept of ethnicity was to be examined. The design of the first week's program

provided the participants with the perspectives of experts on different ethnic and cultural groups. The emphasis was on the depiction of these groups in the mass media. The final session of the first week was evidently designed to examine notions about ethnicity and to provoke serious thought on its implications for librarians; hence its title: Recapitulation and summary: meaning of ethnicity for librarians. The intent is commendable. Some kind of operational definition of ethnicity was required to reduce confusion and misunderstanding, and to provide a common frame of reference for the remainder of the Institute.

The first session was auspicious. Levine and Aronowitz raised many important questions about the nature of ethnicity and its significance in terms of economic and social factors. The high correlation between ethnicity and class status was emphasized time and again in the presentation. At a following session Richard Gambino further provoked thought on the complexity of ethnicity, reiterating that ethnicity must be considered in a welter of racial, religious, sexual, regional, class and age factors.

My personal feeling is that many issues raised by Aronowitz, Levine and Gambino should have been further explored and developed into a workable operational definition of ethnicity for the Institute, or, at least, an attempt should have been made to clarify thinking about the subject. This did not occur. Instead, the following speakers, and the participants themselves, referred to ethnicity from their own personal perspectives, be it racial, religious, political, or whatever. Due to a lack of a solid definition of ethnicity, much misunderstanding and even some tension arose among and between the speakers and the participants. Indeed, it seems unlikely that any truly professional criteria for the examination of ethnic materials can be derived until a workable definition of ethnicity can be formulated.

The second week's programming was a logical continuation of the first week's activities and was entitled: Development of library programs and services for ethnic

minorities. The title is misleading as the presentations were representations of what different practitioners were doing to serve ethnic groups, not training in development. Such presentations were useful as they provided ideas which might be infused into the participant's services to ethnic groups. However, what was needed and expected by many of the participants was insight into the principles of program design which could be applied to the services of any ethnic group.

The third week was devoted to presentations on problems in the publishing industry, to the evaluative criteria of ethnic materials and to the presentation of task force reports. The task force reports I heard were interesting, if a bit hurried, and the panel on the publishing industry was informative but discursive.

In summation, the program design was sound. The program problems seem to rest in the lack of the steady and coherent development of ideas about ethnicity, and the ways that the concept of ethnicity may be translated into viable library service programs. Many of the participants needed and expected a concrete program model by which ethnic services could be derived. Instead, they were presented with a wide ranging diversity of notions about ethnicity, which contributed to an understanding of the dimensions of the problem, but did not satisfy their pragmatic needs as public service librarians.

This is not to be taken as an adverse criticism of the program. The objectives of the program were commendable; the program planning was thoughtful, and; the program design was sound. The problem was in the nature of the topic, ethnicity, which is fraught with difficulties. I suspect many of the problems of program implementation would have been obviated if a good deal more time had been allowed in the Institute schedule.

(2) Participant Interaction.

This seemed to be one of the strong parts of the program. The Institute

provided the opportunity for like-minded, socially committed librarians to exchange ideas and share their emotional experiences, triumphs and frustrations with one another. In retrospect, it seems a pity that more time was not allotted in the program schedule to permit this vital interchange process. On many occasions, the speakers opened up many topics and issues that stirred the thinking and emotions of the participants who were not permitted to give vent to their feelings and develop their thoughts because of time limitations.

Some of the initial tension between participants might have been relieved had the program allowed the opportunity to analyze the nature of the conflict which was being aroused by the presentations and by the early interpersonal relations of the participants. Emotional stress was in the air during the final session of the first week. The source of their stress seemed to have been caused by the expression of ethnic attitudes toward other ethnic groups by lecturers and participants alike. Such a tension was not unlikely, indeed, could have been predicted in a conference of this highly sensitive nature. Nevertheless, I feel this emotional tension could have been somewhat obviated had a common focus on ethnicity been agreed upon during the preliminary sessions.

From the second week to the end of the Institute the participants esprit de corps bouyed considerably. The cordiality, mutual respect and sense of a common mission were evident in the degree and kind of interpersonal communication taking place. Many of the participants told me that they profited greatly by seeing and rapping with one another, and that they looked forward to a continuation and development of their discussions. There should be some provisions for an Institute follow-up to further foster mutuality among this groups of librarians.

(3) Skill Achievement.

This seemed to be the greatest area of concern among the participants, according to my observations and discussions with a number of them. Indeed, I suspect

that the main motivational factor to attend the conference was the acquisition of distinct skills which would help them in the problem-laden service to their special ethnic clientele. The program design appeared to be directed toward skill achievement in three principle ways: (1) the program presentations and field trips of the second week, in which the participants were able to observe and consider actual programs which public, school and college librarians were using to serve their clienteles; (2) the presentation and discussion of ethnic, social and cultural factors which contribute to the development of special skills; and (3) the compilation of reports of the various task forces. The final versions of these reports may eventually be used as much needed resources to support existing service skills, and to further encourage skill formation in service areas which are yet to be developed.

The definitive evaluation of skill achievement can be measured only in respect to the job situation of the individual participant. The Institute provided to the participants much information for the development of service skills. But it is unreasonable to expect that the proper integration of information could occur in the three week Institute schedule. What the Institute did provide for its participants was the provocation to critically reconsider the skills that they were currently using in their service situations. The reassessment of the status quo is always a fundamental step in the development of new service patterns.

(4) Understanding of the Concept of Ethnicity.

My impressions were that there was considerable vagueness -- or at least disagreement about the meaning of ethnicity throughout the conference. As was stated before, I believe this was due to the fact that opportunity was not provided for the systematic investigations of the many complex facets of ethnicity. I'm sure, too, that many of the participants felt that they had a sure grasp of ethnicity since most of them were members of some type of ethnic group, i.e.,

they believed that they shared the attitudes, values and social perspective of that ethnic group. However, from a professional viewpoint, it would be of enormous pragmatic worth, to arrive at an operational definition of ethnicity for the purposes of library service development to ethnic groups. I suggest that the formulation of this operational definition of ethnicity is worth following up in either a continuation of this conference or in future conferences or workshops on ethnicity and librarianship.

Summary of Observations

In summation, my observations and discussions with Institute participants led me to the conclusion that the conference -- considering the complexity of its task -- was successful. The highest degrees of success, to my mind, were achieved in: those parts of the program design dedicated to the interchange of information and opinions among the participants, or among the participants and the speakers; those program elements (present at all stages of the conference) which allowed the participants to critically assess what they are doing now, and which enabled them to critically consider the possibilities of new types of services. These are no mean achievements. The faults that I observed were not due to poor planning, or implementation -- the program design was sound and the administration of the program, considering its many endemic difficulties, was expert -- but rather due to a lack of focus on the development of key concepts. These weaknesses I attribute to the lack of time to achieve a highly intricate, problem-ridden goal -- namely, to get a firm grasp on the concept of ethnicity and to make it workable for library service progress development.

PART II:

The complete data gathering instrument -- a questionnaire -- is included as appendix A. It was designed to gauge the participant's opinions of various aspects of the Institute. They were requested to respond to the first fourteen questions on a scale of one to ten; 1 meaning very poor or very little; 5 meaning so-so or average; 10 meaning very much or very good. Questions 1-14 are presented in terms of their frequency distributions, and their mean response scores. I have added a brief interpretational comment to each set of data.

Questions 15-18 were open-ended. I have grouped the comments into various categories, noted the frequency of response and quoted particular remarks illustrative of some of the viewpoints.

I. To what degree were your expectations met by the Institute?

1	2	3	4	5	6	7	8	9	10	Scale
0	0	1	1	4	1	9	4	4	4	Frequency of response
Total		<u>28</u>		mean		<u>7.3</u>				

The mean response of 7.3 is highly affirmative of the degree that the participants' expectations were met by the Institute. Only two of the twenty eight respondents rated this expectation fulfillment less than good.

II. How much better an understanding of the nature of ethnicity do you have now than before the Institute?

1	2	3	4	5	6	7	8	9	10	Scale
0	0	0	0	1	2	3	11	5	5	Frequency of response
Total		<u>27</u>		mean		<u>8.1</u>				

This response of 8.1 is highly positive. Indeed, it is the highest rating on the questionnaire, indicating that the participants believed that their under-

standing of the nature of ethnicity had increased substantially during the conference.

III. How much better an understanding about the implications of ethnicity to library services do you have now than before the Institute?

1	2	3	4	5	6	7	8	9	10	Scale
0	0	0	0	0	3	9	8	3	5	Frequency of response
Total		28		mean		7.9				

This response of 7.9 indicates a definite improvement in the participants' understanding of the implications of ethnicity to library service as a result of the conference.

IV. How much better do you feel prepared to provide library services to the particular ethnic group you specialize in now than before the Institute?

1	2	3	4	5	6	7	8	9	10	Scale
0	2	2	0	3	2	3	7	5	3	Frequency of response
Total		27		mean		7.0				

The mean response score of 7.0 is a good indication that the participants have more confidence in their service to their special ethnic group as a result of the conference.

V. How much better qualified do you feel now than before the Institute to serve ethnic groups other than your specialty group?

1	2	3	4	5	6	7	8	9	10	Scale
1	1	0	0	5	4	6	6	1	3	Frequency of response
Total		27		mean		7.0				

It is interesting that the mean response of 7.0 on question 4 was identical to that of question 5. This indicates that the participants felt that their qualifications to serve other ethnic groups had increased to the same degree as their qualifications to serve their own special ethnic group.

VI. How much better qualified now than before the Institute do you feel to identify and evaluate existing library materials that may be used to serve the needs and

interests of minority groups?

1	2	3	4	5	6	7	8	9	10	Scale
0	1	1	1	4	3	6	6	2	4	Frequency of response
Total		28		mean		7.2				

This mean of 7.2 is highly positive indicating an increased confidence in the ability to identify and evaluate library materials as a result of the conference.

VII. How successful do you believe the Institute has been in identifying criteria for the evaluation of ethnic materials?

1	2	3	4	5	6	7	8	9	10	Scale
1	1	0	3	2	5	7	2	3	3	Frequency of response
Total		27		mean		6.6				

This response mean of 6.6 indicates that the Institute was somewhat successful in identifying criteria. Although the higher response means on questions 2-7 would seem to indicate that the participants believed that other areas of the Institute were comparatively more successful than that of criteria identification.

VIII. Please rate the following Institute activities according to their usefulness to you. Lectures and discussions:

1	2	3	4	5	6	7	8	9	10	Scale
0	0	1	0	3	1	8	2	6	6	Frequency of response
Total		27		mean		7.8				

This mean of 7.8 is a positive reception to the lectures and discussions.

IX. Please rate the following Institute activities according to their usefulness to you. Field trips:

1	2	3	4	5	6	7	8	9	10	Scale
0	1	3	1	6	4	2	4	3	3	Frequency of response
Total		27		mean		6.4				

This rating is the lowest response to the Institute activities, relatively speaking, although it is not a negative response in itself.

X. Please rate the following Institute activities according to their usefulness to you. Task force assignments:

1	2	3	4	5	6	7	8	9	10	Scale
0	1	2	3	2	1	6	7	3	2	Frequency of response

Total 27 mean 6.7

The mean response of 6.7 indicates a favorable reaction to the task force assignments although other activities are rated higher.

XI. Please rate the following Institute activities according to their usefulness to you. Informal exchange of information and ideas:

1	2	3	4	5	6	7	8	9	10	Scale
0	0	0	1	2	1	4	8	4	7	Frequency of response

Total 27 mean 8.0

The mean response of 8.0 is a strongly positive reaction to the informal exchange of information and ideas.

XII. Please rate the following Institute activities according to their usefulness to you. Other (Identify):

Demonstration activities-----	10
People there-----	9
Allotment of time for task force preparation-----	1
Films-----	10
Amount of work equivalent to time allowed-----	3
Personal trip to Chatham Square-----	1
No response <u>22</u>	

These open-ended responses indicate that the participants were favorably impressed by the demonstrations and films, and by the participants themselves.

XIII. How do you rate the administration and organization of the Institute?

1	2	3	4	5	6	7	8	9	10	Scale
1	1	3	4	7	3	2	3	0	4	Frequency of response

Total 28 mean 5.7

The participants relatively speaking, seem a bit critical about the administration of the Institute, as 5.7 is the lowest of all the mean response scores. However, it still shows that they believe the administration was slightly better than average.

XIV. How do you rate the materials and resources provided by the Institute?

1	2	3	4	5	6	7	8	9	10	Scale
0	0	1	3	6	3	4	5	4	1	Frequency of response

Total 27 mean 6.6

This 6.6 mean response indicates that the materials and resources of the Institute were better than average.

XV. Identify the strong points of the Institute: 27 participants responded

A. Interpersonal contact

Frequency
of response

- | | |
|----|---|
| 15 | 1. Provided opportunity for professional librarians who specialize in service to ethnic groups to interact. |
| 4 | 2. Provided information about unfamiliar ethnic groups from practicing librarians and specialists. |

Quotes:

- Groups experience of participants was important.
- Knowing resource people in many subject areas for future reference.
- Getting us all together to communicate.
- Seeing where some of my white colleagues "are at".
- Being exposed to people and materials I had no personal exposure to, e.g. I Am Joaquin (film).
- ...the fruitful informal rap sessions. This gave each group a chance to really see where the others were coming from.
- The reports on the cultural heritage of ethnic groups by members of that ethnic group.
- Cross section of America represented.

B. Formal program activities

Frequency
of response

- | | |
|----|---|
| 14 | 1. Lecturers and discussions
(Specially cited: Tate (3); Gambino (3); Levine (3); Aronowitz (2); Moreno; Lopez, Mackey.) |
| 6 | 2. Field trips |
| 7 | 3. Resources |
| 4 | a. Task force bibliographies |
| | b. Other handouts |

Quotes:

- Issues were discussed pro and con.
- Exposure to a wider range of bibliographies and source materials of ethnicity
- Exposure to techniques for better use of ethnic materials.

- Quotes:
- The resources everyone brought.
 - The resources providing excellent bibliographies for all ethnic groups excellent.
 - Materials presented by majority of speakers and other resource outlets ther mentioned.
 - Diversity o materials presented.

C. Educational process

- Quotes:
- It was an experience in learning that all ethnics want to be treated primarily as a person (sic).
 - The necessity to think through one's own attitudes and knowledge about ethnicity through the task forces, their reports, the lecturers and discussions and field trips.
 - Provided a beginning to ethnic studies.

D. Organization and administration

- Quote:
- The organization of the Institute and keeping it moving without controversies.

This was open-ended and my categorizations of responses speak for themselves.

They tend to reinforce the responses to questions I-XIV.

XVI. Identify the weak points of the Institute: 26 participants responded

A. Formal program activides

Frequency
of response

16 1. Too little time to achieve objectives.

- Quotes:
- Too much information to digest at given intervals.
 - Very little time allotted for group work between 9-5.
 - Too many ethnic groups to be covered in such a short time.
 - Not enough time for informal exchange of ideas.
 - Lack of time to review materials for task force bibliographies.
 - Insufficient time for group discussions and conscious raising on ethnicity.
 - More time to preview and discuss AV works.

7 2. Little or no treatment of some ethnic minorities.

- Quotes:
- No field trips to Jewish, Italian or Asian American (except Chinese) places of cultural interest.
 - Better utilization of ethnic aspects of NYC than was done.
 - We should have visited some Jewish institutions.

5 3. Speakers who did not address main points.

3 4. Field trips not productive (NIC cited).

6 5. Task force assignments.

- Quotes:
- Difficulties of dealing with all levels of librarianship in one group.
 - All of the activity surrounding the production of the "task force reports" seems to me to have been a waste of valuable time -- a nuisance that often interrupted interesting presentations of productive discussions.

7

6. Resources.

- Quotes:
- Poor access to large academic libraries in ethnics.
 - I wish we had more materials here to work with.

5

7. Lack of practical examples of program and service techniques to ethnic minorities.

- Quotes:
- Practical examples of services and activities from among the members of the Institute itself were at a minimum within the framework of the Institute.
 - Need for more concrete examples of program development.
 - More emphasis on techniques for implementing and programming of ethnic programs and materials.

B. Facilities

5

Inadequate meeting room.

- Quotes:
- Limited facilities inhibit in-depth study as required (from my standpoint) by the task force report.
 - ...no place to park...we could not get parking stickers because the deadline had passed.
 - Need to use a seminar house for this.

C. Interpersonal contact

Frequency
of response

3

Racial tension.

- Quotes:
- Mostly personality conflicts -- probably unavoidable.
 - The racial tensions within the Institute were a result, partially, of its structure and were not dealt with adequately.

D. Organization and administration

12

The structure and supervision of the Institute.

- Quotes:
- Lack of definite communications before coming and during the Institute.
 - Administration, in so far as housing arrangements.
 - Wind up (preparation of task force reports) and scores of little things.
 - Unorganization in stating clearly what the Institute was to produce by way of the individual task force.
 - Too wide a scope.
 - Too oriented toward school and public libraries.

Quotes: - Mistaking quantity for quality -- over 75 presentations.

These open-ended responses, too, indicate a cross-section of opinions about the weak points of the conference. The major complaints by far were in the areas of time and administration. I would like to comment that the complaints about administration were highly diverse and personal and not reflective of any central weaknesses in that area.

XVII. Please briefly state what you believe the implications of ethnicity are for librarians and library services.

There were twenty responses. I have identified the elements of the responses and listed them in the following categories.

Frequency
of response

I. Consciousness of ethnicity increases people's sensitivity to all ethnic groups.

- | | |
|---|---|
| 7 | a. The importance of librarians being aware of and sensitive to the cultures of all ethnic groups. |
| 5 | b. The acquisition of authentic ethnic materials enhances library patrons' sensitivity to and understanding of all ethnic groups. |

II. Significance of ethnicity for community library services.

- | | |
|---|---|
| 5 | a. Service to ethnic groups as a means to improve and expand community library services. |
| 3 | b. Service to ethnic groups as a means to foster community involvement in library activities. |
| 2 | c. Service to ethnic groups as a means to promote dynamic image of libraries in communities. |
| 2 | d. Recognition of community demands of its ethnic identity. |

III. Implications of ethnicity for the entire library profession.

- | | |
|---|---|
| 6 | a. Recognition of the complexity of the problem of library service to ethnic groups. |
| 4 | b. The question of ethnicity as a cause to re-evaluate the roles of libraries and librarians in our contemporary society. |

IV. Significance of ethnicity for contemporary American society.

- | | |
|---|---|
| 1 | a. The recognition of ethnicity leads to the awareness of everybody's humanity. |
| 1 | b. Information and cultural services to different ethnic groups encourages their ultimate coalition for their mutual advantage. |

Quotes:

Quotes:

Library service in order to be relevant to communities served must realize the ethnic identity of those served. Library service must move away from the traditional.

The need to present accurate materials dealing with the predominant community groups and with other groups that comprise our complex society. Plus the responsibility to to return to the community and promote utilization and programming in the needed areas -- in cooperation with many community groups.

A better understanding of the needs of minority groups and their cultures. A very important point: how to use the materials and what kind of service can the library offer to the community and involve the community in library activities.

Librarians and library services will have to meet the needs of all ethnic groups in their communities as far as providing the kinds of services that community wants.

Implications are that libraries and librarians will greatly become more relevant and vibrant in today's search for identity, especially in public service where many were becoming "old relics". Programs directed at ethnicity will activate community interest too, in their libraries.

The implications for librarians is to take another look at ourselves, what we are buying, and how these materials should be used.

I found these open-ended responses to the participants views of the implications of ethnicity for librarianship to be very interesting. Interesting because of their diversity of perception. The interpretation of the categories are self-evident. It seemed to me to be highly affirmative that the participants were impressed about the importance of consciousness of and sensitivity to various ethnic groups as being an important constituent of library service; and that it was important to call attention to the implications of ethnicity to the entire library profession.

XVIII. Any other comments?

16 participants responded

- | | |
|---|--|
| 4 | Institute should be repeated annually. |
| 4 | A very productive and rewarding experience |
| 3 | A good beginning to the exploration of ethnicity, and its implications for librarians. |
| 2 | Greater representation of ethnic groups was is order (East Indian; Arab; Native American). |
| 2 | I would like to devote all my time to ethnic librarianship. |
| | Institute needed more organization. |
| | More time should be allowed for future institutes. |
| | Living arrangement should have been explained better. |
| | Looking forward to publication. |

Concern about participants' attitudes.

Quotes:

- It was a good beginning on which to build.
- The idea of the workshop is beautiful.
- Interesting idea, hope it will be repeated annually; impact and influence will be tremendous.
- Institute was really a rewarding experience. It has made me feel I would like to pursue a Master's degree in ethnic studies.
- I am terribly concerned about the attitudes of the participants in the Institute and how this affects services. More could or should have been done about this.
- I was distressed about the role Ms. Mallory played in the Institute--I should say didn't play. She has so much expertise yet we had so little use of her time or knowledge.

Summary Interpretation of the Questionnaire Data.

All indications were that the participants believed the Institute to be a rewarding experience, well worth the effort involved in its planning and implementation. Practically all of the responses to various aspects of the Institute were highly affirmative. The negative responses could have been almost anticipated. The Institute was ambitious in its goals; the concept of ethnicity is a difficult one, fraught with problems to anyone who would intensively investigate it.

Perhaps the overall high evaluation of the Institute by the participants was a true gauge of their moral upon the conclusion of the Institute. Judging from the results of the questionnaire most of the participants were in high spirits at the Institute's conclusion. They appreciated what they had accomplished during the Institute and looked forward to some type of further development of their Institute experiences. The achievement of high morale among the participants is a strong affirmation of the general effectiveness of the Institute.

Concluding Remarks.

I reiterate my conclusions of parts I & II of this report. The Institute, considering its ambitious goals and intricate nature, was a successful one. However,

it should be considered not as a finite achievement, but as a foundation upon which to build future institutes on ethnicity and librarianship. The final task force reports which emanate from the Institute will probably be signal contributions to specialized library service to ethnic groups. However, I believe that the Institute's chief contributions to the library profession rested in its exploratory, provocative character. Many issues about ethnicity were raised during the conference. Everyone was aware of the complexity of the topic, as well as its extreme significance to the development of library services to community groups. The many issues which were raised about ethnicity and its implications to librarianship deserve to be further investigated, clarified, refined and formalized in order to be of true value to librarianship.

I strongly recommend that steps be taken to systematically build upon the foundation which has been laid by the Ethnicity and Librarianship Institute.

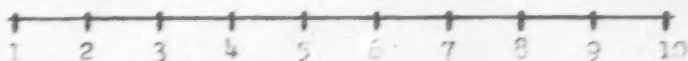
This questionnaire is part of an external evaluation of the Institute. It is not related to the feedback forms that you have been filling out. The findings of this form will be incorporated in an evaluation report to be submitted to Washington.

Thank you for your cooperation.

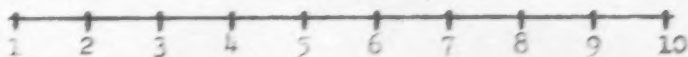
Larry Sherrill

Please note your response to the following questions on a scale of 1 to 10. 10 meaning very much, or very good; 5 meaning so-so or average; 1 meaning very poor or very little. No response will indicate that you don't know.

1. To what degree were your expectations met by the Institute?



2. How much better an understanding of the nature of ethnicity do you have now than before the Institute?



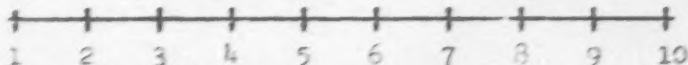
3. How much better an understanding about the implications of ethnicity to library services do you have now than before the Institute?



4. How much better do you feel prepared to provide library services to the particular ethnic group you specialize in now than before the Institute?



5. How much better qualified do you feel now than before the Institute to serve ethnic groups other than your specialty group?



6. How much better qualified now than before the Institute do you feel to identify and evaluate existing library materials that may be used to serve the needs and interests of minority groups?

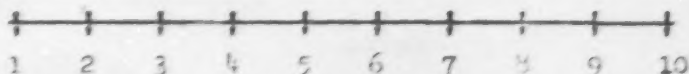


7. How successful do you believe the Institute has been in identifying criteria for the evaluation of ethnic materials?



Please rate the following Institute activities according to their usefulness to you.

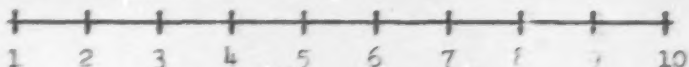
8. Lectures and discussions



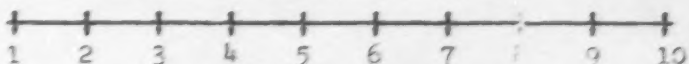
9. Field trips



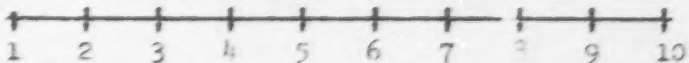
10. Task force assignments



11. Informal exchange of information and ideas



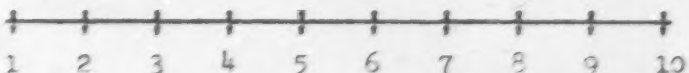
12. Other (Identify) _____



13. How do you rate the administration and organization of the Institute?



14. How do you rate the materials and resources provided by the Institute?



15. Identify the strong points of the Institute.

16. Identify the weak points of the Institute.

17. Please briefly state what you believe the implications of ethnicity are for librarians and library services.

18. Any other comments?

I

<u>Scale</u>	<u>Frequency of response</u>
<u>1</u>	<u>0</u>
<u>2</u>	<u>0</u>
<u>3</u>	<u>1</u>
<u>4</u>	<u>1</u>
<u>5</u>	<u>4</u>
<u>6</u>	<u>1</u>
<u>7</u>	<u>9</u>
<u>8</u>	<u>4</u>
<u>9</u>	<u>4</u>
<u>10</u>	<u>4</u>
Total	<u>28</u>

mean 7.3

II

<u>Scale</u>	<u>Frequency of response</u>
<u>1</u>	<u>0</u>
<u>2</u>	<u>0</u>
<u>3</u>	<u>0</u>
<u>4</u>	<u>0</u>
<u>5</u>	<u>1</u>
<u>6</u>	<u>2</u>
<u>7</u>	<u>3</u>
<u>8</u>	<u>11</u>
<u>9</u>	<u>5</u>
<u>10</u>	<u>5</u>
Total	<u>22</u>

mean 8.1

III

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>0</u>
<u>2</u>	<u>0</u>
<u>3</u>	<u>0</u>
<u>4</u>	<u>0</u>
<u>5</u>	<u>0</u>
<u>6</u>	<u>3</u>
<u>7</u>	<u>9</u>
<u>8</u>	<u>8</u>
<u>9</u>	<u>3</u>
<u>10</u>	<u>5</u>

Total 28

mean 7.9

IV

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>0</u>
<u>2</u>	<u>2</u>
<u>3</u>	<u>2</u>
<u>4</u>	<u>0</u>
<u>5</u>	<u>3</u>
<u>6</u>	<u>2</u>
<u>7</u>	<u>3</u>
<u>8</u>	<u>2</u>
<u>9</u>	<u>5</u>
<u>10</u>	<u>3</u>

Total 27

mean 7.0

V

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>1</u>
<u>2</u>	<u>1</u>
<u>3</u>	<u>0</u>
<u>4</u>	<u>0</u>
<u>5</u>	<u>5</u>
<u>6</u>	<u>4</u>
<u>7</u>	<u>6</u>
<u>8</u>	<u>6</u>
<u>9</u>	<u>1</u>
<u>10</u>	<u>3</u>

Total 27

mean 7.0

VI

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>0</u>
<u>2</u>	<u>1</u>
<u>3</u>	<u>1</u>
<u>4</u>	<u>1</u>
<u>5</u>	<u>4</u>
<u>6</u>	<u>3</u>
<u>7</u>	<u>6</u>
<u>8</u>	<u>6</u>
<u>9</u>	<u>2</u>
<u>10</u>	<u>4</u>

Total 28

mean 7.2

VII

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>1</u>
<u>2</u>	<u>1</u>
<u>3</u>	<u>0</u>
<u>4</u>	<u>3</u>
<u>5</u>	<u>2</u>
<u>6</u>	<u>5</u>
<u>7</u>	<u>7</u>
<u>8</u>	<u>2</u>
<u>9</u>	<u>3</u>
<u>10</u>	<u>3</u>

Total 27

mean 6.6

VIII

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>0</u>
<u>2</u>	<u>0</u>
<u>3</u>	<u>1</u>
<u>4</u>	<u>0</u>
<u>5</u>	<u>3</u>
<u>6</u>	<u>1</u>
<u>7</u>	<u>8</u>
<u>8</u>	<u>2</u>
<u>9</u>	<u>6</u>
<u>10</u>	<u>6</u>

Total 27

mean 7.8

IX

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>0</u>
<u>2</u>	<u>1</u>
<u>3</u>	<u>3</u>
<u>4</u>	<u>1</u>
<u>5</u>	<u>6</u>
<u>6</u>	<u>4</u>
<u>7</u>	<u>2</u>
<u>8</u>	<u>4</u>
<u>9</u>	<u>3</u>
<u>10</u>	<u>3</u>

Total 27

mean 6.4

X

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>0</u>
<u>2</u>	<u>1</u>
<u>3</u>	<u>2</u>
<u>4</u>	<u>3</u>
<u>5</u>	<u>2</u>
<u>6</u>	<u>1</u>
<u>7</u>	<u>6</u>
<u>8</u>	<u>7</u>
<u>9</u>	<u>3</u>
<u>10</u>	<u>2</u>

Total 27

mean 6.7

XI

<u>Scale</u>	<u>Frequency of response</u>
<u>1</u>	<u>0</u>
<u>2</u>	<u>0</u>
<u>3</u>	<u>0</u>
<u>4</u>	<u>1</u>
<u>5</u>	<u>2</u>
<u>6</u>	<u>1</u>
<u>7</u>	<u>4</u>
<u>8</u>	<u>8</u>
<u>9</u>	<u>4</u>
<u>10</u>	<u>7</u>

Total 27

mean 8.0

XII

Demonstration activities-----	10
People there-----	9
Allotment of time for task force report preparation-----	1
Films-----	10
Amount of work equivalent to time allowed-----	3
Personal trip to Chatham Square-----	~~10~~ 1
No response <u>22</u>	

XIII

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>1</u>
<u>2</u>	<u>1</u>
<u>3</u>	<u>3</u>
<u>4</u>	<u>4</u>
<u>5</u>	<u>7</u>
<u>6</u>	<u>3</u>
<u>7</u>	<u>2</u>
<u>8</u>	<u>3</u>
<u>9</u>	<u>0</u>
<u>10</u>	<u>4</u>

Total 28

mean 5.7

XIV

<u>Scale</u>	<u>Frequency of response</u>
--------------	----------------------------------

<u>1</u>	<u>0</u>
<u>2</u>	<u>0</u>
<u>3</u>	<u>1</u>
<u>4</u>	<u>3</u>
<u>5</u>	<u>6</u>
<u>6</u>	<u>3</u>
<u>7</u>	<u>4</u>
<u>8</u>	<u>5</u>
<u>9</u>	<u>4</u>
<u>10</u>	<u>1</u>

Total 27

mean 6.6

Questions XV to XVIII were open ended.

have grouped the comments into various categories, noted the frequency of response and quoted particular remarks illustrative of some of the viewpoints.

XV 27 participants responded

A. Interpersonal contact

Frequency
of response

- | | |
|----|---|
| 15 | 1. Provided opportunity for professional librarians who specialize in service to ethnic groups to interact. |
| 4 | 2. Provided information about unfamiliar ethnic groups from practicing librarians and specialists. |

Quotes: -Group experience of participants was important.
-Knowing resource people in many subject areas for future reference.
-Getting us all together to communicate.
-Seeing where some of my white colleagues "are at".
-Being exposed to people and materials I had no personal exposure to, e.g. I am Joaquin (film).
-...the fruitful informal rap sessions. This gave each group a chance to really see where the others were coming from.
-The reports on the cultural heritage of ethnic groups by members of that ethnic group.
-Cross section of America represented.

B. Formal program activities

Frequency
of response

- | | |
|--------|---|
| 14 | 1. Lecturers and discussions
(Specially cited: Tate (3); Gambino (3); Levine (3); Aronowitz (2); Moreno; Lopez; Ma key.) |
| 6 | 2. Field trips |
| 7
4 | 3. Resources
a. Task force bibliographies
b. Other handouts |

Quotes: -Issues were discussed pro and con.
-Exposure to a wider range of bibliographies and source materials of ethnicity.
-Exposure to techniques for better use of ethnic materials.

XV B. continued

- Quotes: -The resources everyone brought.
-The resources providing excellent bibliographies for all ethnic groups excellent.
-Materials presented by majority of speakers and other resource outlets they mentioned.
-Diversity of materials presented.

C. Educational process

- Quotes: -It was an experience in learning that all ethnics want to be treated primarily as a person (sic).
-The necessity to think through one's own attitudes and knowledge about ethnicity through the task forces, their reports, the lecturers and discussions and field trips.
-Provided a beginning to ethnic studies.

D. Organization and administration

- Quote: -The organization of the Institute and keeping it moving without controversies.

XVI 26 participants responded

A. Formal program activities

Frequency
of response

- | | |
|---|---|
| 16 | 1. Too little time to achieve objectives |
| Quotes: -Too much information to digest at given intervals.
-Very little time allotted for group work between 9-5.
-Too many ethnic groups to be covered in such a short time.
-Not enough time for informal exchange of ideas.
-Lack of time to review materials for task force bibliographies.
-Insufficient time for group discussions and conscious raising on ethnicity.
-More time to preview and discuss AV works. | |
| 7 | 2. Little or no treatment of some ethnic minorities |
| Quotes: -No field trips to Jewish, Italian or Asian American (except Chinese) places of cultural interest. | |

XVI A. 2. continued

Frequency
of response

Quotes: -Better utilization of ethnic aspects of
NYC than was done.
-We should have visited some Jewish
institutions.

5 3. Speakers who did not address main points

3 4. Field trips not productive (NIC cited)

6 5. Task force assignments

Quotes: -Difficulties of dealing with all levels
of librarianship in one group.
-All of the activity surrounding the
production of the "task force reports"
seems to me to have been a waste of
valuable time -- a nuisance that often
interrupted interesting presentations
of productive discussions.

7 6. Resources

Quotes: -Poor access to large academic libraries
in ethnics.
-I wish we had more materials here to
work with.

5 7. Lack of practical examples of program and
service techniques to ethnic minorities.

Quotes: -Practical examples of services and activities
from among members of the Institute itself
were at a minimum within the framework of
the Institute.
-Need for more concrete examples of program
development.
-More emphasis on techniques for implementing
and programming of ethnic programs and
materials.

B. Facilities

5 Inadequate meeting room

Quotes: -Limited facilities inhibit in-depth study
as required (from my standpoint) by the
task force report.
-...no place to park...we could not get
parking stickers because the deadline
had passed.
-Need to use a seminar house for this.

XVI continued

Frequency
of response

C. Interpersonal contact

3 Racial tension

- Quotes: - Mostly personality conflicts -- probably unavoidable.
- The racial tensions within the Institute were a result, partially, of its structure and were not dealt with adequately.

D. Organization and administration

12 The structure and supervision of the Institute

- Quotes: - Lack of definite communications before coming and during the Institute.
- Administration, insofar as housing arrangements.
- Wind up (preparation of task force reports) and scores of little things.
- Unorganization in stating clearly what the Institute was to produce by way of the individual task force.
- Too wide a scope.
- Too oriented toward school and public libraries.
- Mistaking quantity for quality -- over 75 presentations.

XVII

There were twenty responses. I have identified the elements of the responses and listed them in the following categories.

Frequency
of response

I. Consciousness of ethnicity increases people's sensitivity to all ethnic groups

- 7 a. The importance of librarians being aware of and sensitive to the cultures of all ethnic groups.
5 b. The acquisition of authentic ethnic materials enhances library patrons' sensitivity to and understanding of all ethnic groups.

XVII continued

Frequency
of response

II. Significance of ethnicity for community library services

- 5 a. Service to ethnic groups as a means to improve and expand community library services.
- 3 b. Service to ethnic groups as a means to foster community involvement in library activities.
- 2 c. Service to ethnic groups as a means to promote a dynamic image of libraries in communities.
- 2 d. Recognition of community demands of its ethnic identity.

III. Implications of ethnicity for the entire library profession

- 6 a. Recognition of the complexity of the problem of library service to ethnic groups.
- 4 b. The question of ethnicity as a cause to re-evaluate the roles of libraries and librarians in our contemporary society.

IV. Significance of ethnicity for contemporary American society

- 1 a. The recognition of ethnicity leads to the awareness of everybody's humanity.
- 1 b. Information and cultural services to different ethnic groups encourages their ultimate coalition for their mutual advantage.

Quotes:

Library service in order to be relevant to communities served must realize the ethnic identity of those served. Library service must move away from the traditional.

The need to present accurate materials dealing with the predominant community groups and with other groups that comprise our complex society. Plus the responsibility to return to the community and promote utilization and programming in the needed areas -- in cooperation with many community groups.

A better understanding of the needs of minority groups and their cultures. A very important point: how to use the materials and what kind of service can the library offer to the community and involve the community in library activities.

XVII Quotes continued

Librarians and library services will have to meet the needs of all ethnic groups in their communities as far as providing the kinds of services that community wants.

Implications are that libraries and librarians will greatly become more relevant and vibrant in today's search for identity, especially in public service where many were becoming "old relics". Programs directed at ethnicity will activate community interest too, in their libraries.

The implications for librarians is to take another look at ourselves, what we are buying, and how these materials should be used.

XVIII

16 participants responded

- 4 Institute should be repeated annually
- 4 A very productive and rewarding experience
- 3 A good beginning to the exploration of ethnicity, and its implications for librarians.
- 2 Greater representation of ethnic groups was in order (East Indian; Arab; Native American).
- 2 I would like to devote all my time to ethnic librarianship.
- Institute needed more organization.
- More time should be allowed for future institutes.
- Living arrangement should have been explained better.
- Looking forward to publication.
- Concern about participants' attitudes.

Quotes:

- It was a good beginning on which to build.
- The idea of the workshop is beautiful.
- Interesting idea, hope it will be repeated annually; impact and influence will be tremendous.
- Institute was really a rewarding experience. It has made me feel I would like to pursue a Master's degree in ethnic studies.

XVIII continued

(Quotes)

- I am terribly concerned about the attitudes of the participants in the Institute and how this affects services. More could or should have been done about this.
- I was distressed about the role Ms. Mallory played in the Institute--I should say didn't play. She has so much expertise yet we had so little use of her time or knowledge.

INSTITUTE PUBLICITY

QUEENS COLLEGE
of the City University of New York
Flushing, New York 11367

Contact: Thomas G. Ford
Edward Jaworski
(212) 520-7220
David Cohen, 520-7194

12/13/74
#4176

FOR IMMEDIATE RELEASE

"Ethnicity and Librarianship," an institute funded by the U.S. Office of Education for school, public and college librarians, will take place at Queens College of the City University of New York next summer, July 7-25. The deadline for applications is April 15, 1975.

According to Dr. Morris A. Gelfand, Chairman of the Library Science Department at the college, the institute will deal with the selection and evaluation of library materials and services for all minority groups. Emphasis will be on the concept of ethnicity and the responsibility of librarians for developing library collections which clearly reflect the multi-ethnic composition of our society.

This institute is a followup of an institute held in 1972 at Queens College which concentrated on such groups as Asian-Americans, Blacks, Mexican-Americans, Native Americans and Puerto Ricans. In addition to these groups, the institute will include Polish Americans, Italian Americans, Jewish Americans and Irish Americans.

The institute is designed to contribute to the improvement of library service to children, young adults and adults with minority/ethnic orientation. It will attempt to identify materials which present a more positive view of minority

-continued-

groups and will invite authors, editors and publishers to discuss criteria for evaluation of available materials and goals for the production of better materials in this field.

Applications should be addressed to Professor David Cohen, Queens College Library Science Department, Flushing, New York 11367. Those librarians who themselves come from minority/ethnic groups and who have had some experience in working with minorities are urged to apply. Those completing the program satisfactorily will receive a certificate showing completion of nine graduate credits. All students or participants will be paid stipends of \$75 per week plus a dependency allowance.

The goal of the institute will be the improvement in the ability of librarians, publishers, writers, editors and teachers to meet more effectively the recognized crucially important information needs of the minority population. The leaders of the institute will be Professor Cohen, Director, and Miss Lillian Lopez, Coordinator of Special Services, New York Public Library.

#####

HIGHER EDUCATION GRANTS AWARDED

Thirty-two institutes for training in librarianship were funded by the Office of Education for 1974-75 from 85 applications. Universities which received institute funding

freedom); Queens (ethnicity and materials selection); East Carolina at Greenville (media services and school reading); Oregon (upgrading skills of rural and small town library

American Library Association
LED Newsletter, January 1975

CONTINUING EDUCATION: FAST CREDITS: At the institute on Ethnicity and Librarianship due for July 7-25 at the City University of New York (DEADLINE FOR APPLICATIONS APRIL 15) librarians have an opportunity to learn about the "selection and evaluation of library materials and services for all minority groups", including besides the standard minorities Polish Americans, Italian Americans, Jewish Americans, and Irish Americans, many of whom have undoubtedly yet to find out that they are ethnics too. Besides getting a stipend of \$75 a week for attending the institute, plus a dependency allowance, the students successfully completing the course will get a certificate good for nine (9) graduate credits. Apply to: Professor David Cohen, Queens College Library Science Department, Flushing, N.Y. 11367. In charge will be Cohen and Lillian Lopez, NYPL Coordinator of Special Services.

Library Journal/School Library Journal Hotline January 27, 1975

INSTITUTE ON "Ethnicity and Librarianship,"
ETHNICITY AND an institute funded by the
LIBRARIANSHIP U.S. Office of Education for school, public, and college librarians, will take place at Queens College of The City University of New York this summer, July 7-25. The deadline for applications is April 15, 1975. The institute will deal with the selection and evaluation of library materials and services for all minority groups. Emphasis will be on the concept of ethnicity and the responsibility of librarians for developing library collections which clearly reflect the multiethnic composition of our society. This institute is a followup of an institute held in 1972 at Queens College which concentrated on such groups as Asian-Americans, Blacks, Mexican-

Americans, Native Americans, and Puerto Ricans. In addition to these groups, the institute will include Polish Americans, Italian Americans, Jewish Americans, and Irish Americans. Applications to attend should be addressed to Professor David Cohen, Queens College Library Science Department, Flushing, New York 11367. Those librarians who themselves come from minority/ethnic groups and who have had some experience in working with minorities are urged to apply. Those completing the program satisfactorily will receive a certificate showing completion of nine graduate credits. All students or participants will be paid stipends of \$75 per week plus a dependency allowance.

The Bookmark January-February 1975

"Ethnicity and Librarianship," an institute funded by the U.S. Office of Education for school, public, and college librarians, will meet at Queens College of the City University of New York, on July 7-25. The deadline for applications is April 15.

The institute will deal with the selection and evaluation of library materials and services for minority groups. Emphasis will be on the concept of ethnicity and the responsibility of librarians for developing library collections which clearly reflect the multiethnic composition of society.

This institute follows an institute held in 1972 at

Queens College which concentrated on such groups as Asian-Americans, Blacks, Mexican-Americans, Native Americans, and Puerto Ricans. In addition to these groups, the institute will include Polish Americans, Italian Americans, Jewish Americans, and Irish Americans.

Participants completing the program satisfactorily will receive a certificate showing completion of nine graduate credits. All students or participants will be paid stipends of \$75 per week plus a dependency allowance. For additional information write to David Cohen, Queens College Library Science Department, Flushing, N.Y. 11367.

Ethnicity and Librarianship

"Ethnicity and Librarianship," an institute funded by the U.S. Office of Education for school, public and college librarians, will be held at Queens College of the City University of New York, July 7-25. Deadline for applications is April 15.

The institute will deal with selection and evaluation of library materials and services for all minority groups. It is a followup of an institute held in 1972 which concentrated on such groups as Asian-Americans, Blacks, Mexican-Americans, Native Americans and Puerto Ricans. In addition, it will include Polish-Americans, Italian-Americans, Jewish-Americans and Irish-Americans.

Those completing the program satisfactorily will receive a certificate showing completion of nine graduate credits. Participants will be paid stipends of \$75 per week plus a dependency allowance. Address applications to Prof. David Cohen, Queens College, Library Science Dept., Flushing, N.Y. 11367.

New York Library Association

Bulletin

February 1975

Library Science Institute

"Ethnicity and Librarianship," an institute funded by the U.S. Office of Education for elementary and secondary school, public, and college librarians, will take place at the College next summer, July 7-25.

According to Dr. Morris A. Gelfand, Chairman and Professor of Library Science, the institute will deal with the selection and evaluation of library materials and services for all minority groups. Emphasis will be on the responsibility of librarians for developing library collections that clearly reflect the multi-ethnic composition of American society.

Those completing the program satisfactorily will receive certification of completion of nine graduate credits. All students or participants will be paid stipends of \$75 a week, as well as a dependency allowance.

Application forms are available from Mr. David Cohen, Adjunct Associate Professor of Library Science, Community Facility Building 256, and should be returned before April 15. The leaders of the conference will be Mr. Cohen, Institute Director, and Miss Lillian Lopez, Coordinator of Special Services of the New York Public Library.

MARCH 3, 1975

FACULTY/STAFF NEWSLETTER

Queens College of the City University of New York

Ethnicity and Librarianship—is the title of an institute to be held at CUNY's Queens College from July 7-25. The institute is "designed to contribute to the improvement of library service to people with minority/ethnic orientation." Graduate credits will be given; \$75 weekly stipend plus a dependency allowance. Contact: David Cohen, Queens College LS Dept., Flushing, NY 11367. Deadline for applications is Apr. 15

Wilson Library Bulletin

March 1975

"Ethnicity and Librarianship," an institute funded by the U.S. Office of Education for school, public and college librarians, will take place at Queens College next summer, July 7-25. The deadline for applications is April 15, 1975.

According to Dr. Morris A. Gelfand, Chairman of the Library Science Department, the institute will deal with the selection and evaluation of library materials and services for all minority groups. Emphasis will be on the concept of ethnicity and the responsibility of librarians for developing library collections which clearly reflect the multi-ethnic composition of our society.

The institute is a followup of an institute held in 1972 at Queens College which concentrated on such groups as Asian-Americans, Blacks, Mexican-Americans, Native Americans and Puerto Ricans. In addition to these groups, the institute will include Polish-Americans, Italian Americans, Jewish Americans and Irish Americans.

The institute is designed to contribute to the improvement of library services to children, young adults and adults with minority/ethnic orientation. It will attempt to identify materials which present a more positive view of minority groups and will invite authors, editors and publishers to discuss criteria for evaluation of available materials and goals for the production of better material in this field.

Applications should be addressed to Professor David Cohen, Queens College Library Science Department, Flushing, New York 11367. Those Librarians who themselves come from minority/ethnic groups and who have had some experience working with minorities are urged to apply. Those completing the program satisfactorily will receive a certificate showing completion of nine graduate credits. All students or participants will be paid stipends of \$75 per week plus a dependency allowance.

Queens College Newsletter Vol. 1 No. 13 Spring 1975
Library Science Alumni

**Summer Conferences,
Institutes, and Workshops**

July 7-25—"Ethnicity and Librarianship,"
Queens College of the City University of New
York. The institute for school, college, and
public librarians is funded by the U.S. Office
of Education. Apply before April 15 to David
Cohen, Queens Library Science Dept., Flush-
ing, N.Y. 11367.

School Library Journal
April 1975

Mr. David Cohen discussed the Ethnicity and Librarianship Institute. One hundred fifty-nine applications were received, many from college librarians. Because of this extraordinary response, Mr. Cohen requested that an additional five places be added to the roster of students for the Institute. He received oral permission for this. At present, 30 applicants and 13 alternates have been selected. Mr. Cohen passed out a list of those selected.

QUEENS COLLEGE, Library Science Department -- Department Faculty
Meeting (Minutes)
May 19, 1975

american libraries

Volume 6 Number 5

MAY 1975

July 7-25. Ethnicity and Librarianship. LSD, Queens College. 9 grad. cred. Funded by the U.S. Office of Education this institute will deal with the selection and evaluation of library materials and services for all minority groups. Included: Asian-Americans, Blacks, Mexican-Americans, native Americans, Puerto Ricans, Polish Americans, Italian Americans, Jewish Americans, and Irish Americans. All participants will be paid \$75 weekly plus a dependency allowance. David Cohen, LSD, Queens College, Flushing, NY 11367 (212-520-7194).

Ethnicity Institute Extends Deadline

Applications for the USOE Institute on Ethnicity and Librarianship, July 7-25 in New York, are still being accepted, though the official deadline was April 15. Write Prof. David Cohen, Library Science Dept., Queens College, Flushing, NY 11367 (212-520-7194).

7-25: Ethnicity and Librarianship, Queens Col., LSD, 9 grad. cred. Funded by USOE. Selection, eval. of materials, services for minorities. Stipend: \$75/wk. D. Cohen, QC/LSD, Flushing, NY 11367. (212-520-7194).

Ethnicity

July 7-25

American Libraries (Datebook)
June 1975

6. NEW BONANZA? ETHNIC MEDIA AND MICROFORMS.

(Report on the Ethnicity Institute from Queens by Stephen Torok contributing Editor).

With the new awareness of ethnic identity the obvious fact comes to light, that America is a pluralistic society. The favorite slogan, melting pot of the nineteen thirties, has been replaced with new ones accompanied with minute soul-searching by individuals, groups and nationalities, analyzing their past from the heterogeneous conglomerate of our United States of America. In other words, ethnicity has become fashionable. The United States Health, Education and Welfare Department has provided grants to support these new trends and studies which will bring forth valuable elements of the immigrants' ancestry, folklore and heritage; making America more colorful and her people more tolerant, cooperative and understanding toward each other - "all men created equal".

This IMC reporter was selected as one of thirty-two participants from around the United States with ethnic backgrounds and degrees in Library Science and Sociology. The "Ethnicity Institute and Librarianship" held at Queens College in New York City between the 7th and 25th of July, was directed by Professor David Cohen of Queens College Library School and consisted of over thirty speakers, panelists and nationality specialists. The entire session was equivalent to nine hours of graduate credit. A number of the grantees were also speakers: Asian-Americans, European ethnics, Hispanic and Black.

America, the country of immigrants, received and settled over fifty million people between 1820 and the present; over thirty million from Europe. Why did they come? Reasons for the un-ending exodus into the unknown are fashionable questions and the subject of inquiries everywhere. This interest will not fade away, and as the institute and the discussions proved, with numerous visits to libraries, may even become a major part of historical studies. The Institute was designed to encourage pioneering and to contribute to the improvement of library services to all ethnic and minority groups in this country: Asian, Black, German, Irish, Italian, Jew, Mexican, Native American, Northern European, to include the millions of English, Scot, Welsh, French, etc.; Polish, Puerto Rican, and peoples of Central and Eastern Europe. The stated goals included the identification and examination of these cultural heritages; investigation of available library materials and recommendations to fill existing gaps and the suggestion of innovative and creative programs. Seven task forces were established to prepare bibliographies and provide them to any interested group, library or organization. One of the main goals was the improvement of the librarians' ability to identify gaps and shortcomings and preparation of communications leading to improvements. The institute was a success with all the participants recommending an extension of this type of research and idea exchange gathering.

6. The final conclusion of the Ethnicity and Librarianship Institute at Queens College was to publish a basic ethnic collection supported by a directory of ethnic resources and organizations. Members of the task force have agreed to help with this publication along with a number of participants from the Institute.

American Library Association SRRT Round Table News Release
August 1975

Institute on Ethnicity and Librarianship

Under the direction of David Cohen, who also directed our successful Institute on Library Materials for Minority Groups in 1972, this institute was conducted from July 7-25, 1975. Miss Mordine Mallory, SEEK Librarian, at Queens College, and Mr. Lilian Lopez, Coordinator of Special Services (to minority groups) New York Public Library, assisted as lecturers. This program, which is funded by a grant of \$43,035 from the U.S.O.E. has attracted participants from some 14 states including Hawaii. The Institute is designed to contribute to the improvement of library services to children and young people and adults with ethnic minority group orientation. It will focus on providing better materials and services for all ethnic groups in our country, including Asian Americans, Black Americans, Irish Americans, Italian Americans, Jewish Americans, Mexican Americans, native Americans, Polish, Puerto Rican and Slovak Americans. Our emphasis here will be to improve the ability of librarians, teachers, editors, publishers and authors to meet more effectively the recognized important information needs of these minority groups.

A by-product of the 1972 Institute on Library Materials for Minority Groups was the recent publication of Multi-ethnic Media; Selected Bibliographies in Print, by David Cohen (Chicago: American Library Association, Office for Library Service to the Disadvantaged, 1975) 33 p. This is the latest of several publications which resulted from that institute. Another direct outcome was the Department's course, L.S. 762, Library Materials and Services for Minority Groups which has since become a regular offering. It is anticipated that there will be similar contributions as a result of the latest institute.

The Department is indebted to Mr. Cohen for the quality of his leadership and dedication and for the experience and knowledge he has contributed to the success of these significant programs. A debt of gratitude is also due Mr. Frank Stevens of the U. S. Office of Education, for his counsel, assistance, instruction and encouragement during the preparation of the proposals for these two institutes and the four grants we have received for minority fellowships.

1974-1975 Report of the Chairman Queens College
Library Science Department

END OF INSTITUTE - BUT NOT THE IDEAS

The INSTITUTE ON ETHNICITY FOR LIBRARIANSHIP which I attended July 7-25 is over. Besides the memories and the 1,500 miles I put on my VW commuting to Flushing I have many pounds of paper covering resources for libraries dealing with Americans of

BLACK	IRISH	POLISH	SWISS	ASIAN
FRENCH	ITALIAN	SLAVIC	UKRAINIAN	
HUNGARIAN	JEWISH	SPANISH-SPEAKING	(and other)	backgrounds.
	INDIAN			

At the minimum there are bibliographies, for some groups include selection criteria, addresses of resource persons, foreign language forms for library card applications etc. I have this divided into loose-leaf binders, will be glad to lend, to speak to staff about material covered in the Institute, help locate material.

The session was informative, intensive, tiring, sometimes disturbing, interesting and rewarding.

FILM COOPERATIVE OF CONNECTICUT
August 1, 1975

The Loop

MGNNYAT WSA
1-034019C177 06/26/74
TWX JAVITS WSH
001 WASH., D.C. 6/26/74
ZIP 11367


western union

Mailgram



MR. DAVID COHEN
QUEENS COLLEGE OF CITY UNIVERSITY
FLUSHING, NEW YORK 11367

PLEASED TO ADVISE DEPT. OF HEW APPROVAL OF \$43,035 OFFICE OF
EDUCATION GRANT TO ASSIST IN TRAINING IN THE FIELDS OF LIBRARY
SCIENCE AND INFORMATION RETRIEVAL. CONGRATULATIONS.
JACOB M. JAVITS, USS
JAMES L. BUCKLEY, USS

16128 EDT

MGNNYAT WSA

QUEENS COLLEGE

of THE CITY UNIVERSITY OF NEW YORK

FLUSHING • NEW YORK 11367

OFFICE OF THE PRESIDENT

June 27, 1975

Mr. David Cohen
Director of Library Science
Department of Ethnicity and Librarianship Institute
The College

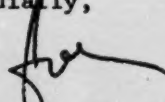
Dear David:

In response to your May 21st request, I am pleased to forward the enclosed message to be read to your group at the July 7th conference.

Please accept in advance my best wishes for a stimulating meeting.

Warm regards.

Cordially,



Joseph S. Murphy
President

JSM:fs

cc: Dr. R. Muller
Dr. M. Gelfand
Dean A. Levenson
Dr. R. Gambino

QUEENS COLLEGE

of THE CITY UNIVERSITY OF NEW YORK

FLUSHING • NEW YORK 11367

OFFICE OF THE PRESIDENT

STATEMENT OF THE PRESIDENT

Because of a previous commitment, I am unfortunately unable to be with you on this occasion. However, as I am interested in the growth and adaptation of Library resources both here at Queens and beyond, and I would like to share a few thoughts concerning the direction in which the Queens College Ethnicity and Librarianship Institute is now moving.

In the academic community, it has often been said that education serves as a catalyst to the melting pot. As both the success and desirability of ethnic assimilation have been increasingly re-examined in recent years, it is only natural that academic research has moved in the same direction. Indeed, a primary manifestation of the academic response to these concerns may be noted with the growth of Ethnic Studies far beyond the level of just a few decades ago.

The success of any efforts in deriving new social and economic perspectives must of necessity be accompanied by an appropriate restructuring of academic resources. Thus, no program of Ethnic Studies could adequately begin to reach its objectives unless such resources as Library facilities were also made compatible. Toward that end, I am confident that the Queens College Ethnicity and Librarianship Institute is increasing awareness of a much needed dimension in higher education. I am sure that with

the growth of existing programs and the establishment of new ones, our Library resources will also become better equipped to respond to changing needs.

With best wishes.

Cordially,

JSM:fs

Joseph S. Murphy
President

The New York Public Library

THE BRANCH LIBRARIES

8 EAST 40TH STREET, NEW YORK, N. Y. 10016

July 22, 1975

Mr. David Cohen
Queens College
School of Library Science
Ethnicity Institute
Kissena Blvd. at 65th Street
Flushing, New York 11367

Dear Students and Colleagues:

I regret very much that there wasn't enough time for us to get to know each other better.

There were several things which I hoped to cover but because of the pressure of time I was not able to do so.

1. We should have discussed the programs we visited. I could have given you some more insight about their problems, frustations and successes.
2. I should have given you some background information on the Puerto Ricans. This was supposed to be done partly at El Museo del Barrio. Unfortunately the person who took care of us was not the one who was supposed to handle our visit. Incidentally, 'barrio' as we use it in New York means neighborhood.
3. I would have dearly loved to impart to you some of my happy and unhappy experiences as a child, young adult and adult living in New York City. New York City is my home and no matter where I roam I will always come back to it.
4. I wished we had been able to discuss The New York Public Library more fully - the goals study which we mentioned is an effort to study each neighborhood so we can find out ways of responding to community needs more effectively. We are also studying ways of deploying the staff we have so that neighborhood libraries will give the best possible service inspite of all our budget cuts.

Lastly none of our special projects would exist or succeed if The New York Public Library did not give us the support and freedom to act which is so important.

Mr. David Cohen

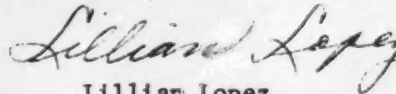
-2-

July 22, 1975

Every institution in our society has to undergo changes to respond to the needs of the people and The New York Public Library is no exception. However, it is trying to make the necessary changes for improvement and as long as I feel that it is sincerely striving to give the best service possible I will remain in its employ.

I hope that you have enriched your wealth of experience through this Ethnicity Institute as much as I have.

Sincerely,



Lillian Lopez
Coordinator of Special Services

LP:dt

57 W. Golden Gate
Detroit, Michigan 48203
October 4, 1975

NEWS RELEASE

A new organization is being formed -- the Polish-American Librarians' Association. It is imperative that Polish American Librarians become involved in deciding what kind of materials should be included in library collections on all levels. To date, publications acquired have not reflected adequately the lives and contributions of Polonia to the United States.

Many other ethnic groups have formed their own librarian associations to look out for their own. We, too, must become concerned, especially because Polonia is not being served by the educational system, the mass media, and library collections.

For information contact:

Victoria Gala
Special Project Librarian

368-2137

Prof. Cohen --

This is one result of my attendance at the institute. Have several people already. Will keep you posted.

V. Gala



STATE UNIVERSITY OF NEW YORK

COLLEGE AT OSWEGO NEW YORK 13126

January 14, 1976

Professor David Cohen
Library Science Department
Queens College
Flushing, New York 11367

Dear David:

Please accept my sincere thanks for the invitation to Chicago. I would be delighted to attend the meeting; however, I just completed the sabbatical leave last week and returned to work.

While doing the research in many corners of America and also Canada for the "Hungarians in America," I started a new program called "Our Ethnic Heritage," a monthly hour-long presentation on WRVO-FM public educational radio. We featured Italian, Polish, Irish, and German speakers last fall and begin the year with interviews of immigrants taped for the oral history collection. Next month we will feature the Armenians, then the Puerto Ricans (migrants and ethnics), and then our Jewish settlers. We have received a very favorable response from our listeners.

Please keep me informed of upcoming events; after I finish my book (approximately mid-February), I shall have more time to concentrate on ethnicity.

While wishing good success in Chicago, I remain

Sincerely yours,

Stephen Torok
Librarian
Coordinator of Special Projects
Penfield Library

ST/rk

ETHNICITY & LIBRARIANSHIP INSTITUTE

Library Science Department
Queens College
of the City University of New York
Flushing, New York 11367

July 7, 1975 – July 25, 1975
9 a.m. to 5 p.m.

David Cohen
Director

Staff:

Lillian Lopez, Lecturer
Mordine Mallory, Librarian
and Lecturer

Dr. Morris A. Gelfand
Associate Director and
Chairman, Library Science Department

Community Facilities Building
64-15 Kissena Blvd.
Rooms 208 and 229

Sponsored by the U.S. Office of Education with a grant under Title 11-B Higher Education Act of 1965, P.L. 89-329, as amended.

GOALS OF THE INSTITUTE

- To contribute to the improvement of library services to all minority ethnic groups, e.g., Asian-Americans, Blacks, Germans, Irish, Italian-Americans, Jews, Mexican-Americans, Native-Americans, Polish, Puerto Ricans, Slovaks, etc.
- To identify and examine the cultural heritage and contributions of the minority/ethnic groups cited above.
- To identify, examine, and evaluate in the light of criteria previously defined, existing library materials that may be used to serve the needs and interests of these minority groups including children, young people, and adults.
- To determine the nature and quantity of additional library materials that are needed to serve more effectively the multi-ethnic needs and interests in the community.
- To identify key innovative programs now actively being pursued which could be of service to all minority groups.
- To develop a set of recommendations in the light of these objectives that would be useful to writers and publishers, as well as to librarians and teachers.
- To improve the competency of the librarian to identify, select, acquire, and utilize effectively, in support of the educational and cultural purposes of the library, the best library materials for minority groups.
- To improve the competency of the librarian to identify gaps, shortcomings, and needs in terms of materials that should be produced, and to communicate accordingly with interested parties.
- To produce a publication covering bibliographic materials for each ethnic or minority group covering:
 - background materials, e.g., culture;
 - materials for children, fiction and non-fiction;
 - materials for young people, fiction and non-fiction;
 - materials for adults, fiction and non-fiction;
 - directory of organizations active in multi-ethnic work.

Week of July 7-11

ETHNIC STUDIES: HERITAGE AND CONTRIBUTIONS OF MINORITY GROUPS
AND THEIR TREATMENT IN LIBRARY MATERIALS

David Cohen

The cultural background of the major ethnic groups will be discussed and their needs will be identified in terms of treatment in and availability of library materials. The overall theme will be "libraries in a pluralistic society."

- Monday, July 7
10 a.m. First day of Institute - Organization
"Ethnicity and Class, Promise or Problem?"
Irving Levine, Director, Institute on
Pluralism and Group Identity
Dr. Stanley Aronowitz, Department of Youth
and Community Studies, Staten Island
Community College
- 2 p.m. "The Black Experience in the Media"
Professor William Mackey, Department of
Black Studies, The City College
- Tuesday, July 8
10 a.m. "Heritage and Resource Materials for
Native Americans"
Mary Gloyne Byler, Editor, *Indian Affairs*
Arlene Hirschfelder, Education Consultant,
Association on American Indian Affairs
- 2 p.m. "Heritage and Resource Materials for
Puerto Ricans and Chicanos"
Pura Belpre White, Author and Library Consultant
Mary Helen Moreno, Reference Librarian,
University of California, Davis
- Wednesday, July 9
10 a.m. "New Images of the Italian American"
Dr. Richard Gambino, Director, Italian-
American Studies Program, Queens College
Carmine Diodati, Librarian, New York
Public Library
- 2 p.m. "Growing Consciousness of the Asian American"
Danny N.T. Yung, Director of Research,
China Institute
Richard Sorch, Librarian, East Asian
Division, Columbia University

Thursday, July 10
10 a.m.

"Jewish American Experience With
Anti-Semitism and the Media"
Milton Meltzer, Author and Editor
Marcia Posner, Adjunct Lecturer, Queens College

2 p.m.

"Education for White Ethnicity: Book Selection
For Irish Americans"
Jan Peterson, Director, Education Action Council
Connie McCarthy, Film Librarian, Film
Cooperative of Connecticut

Friday, July 11
10 a.m.

"The American Experience of
European Ethnic Groups"
Victoria Gala, Special Project
Librarian, Wayne County F.L.S.
Stephen Torok, Associate Librarian,
Coordinator Special Projects,
State University of New York, Oswego

2 p.m.

"Recapitulation and Summary: Meaning
of Ethnicity for Librarians"

Week of July 14-18

**DEVELOPMENT OF LIBRARY PROGRAMS AND SERVICES
FOR ETHNIC MINORITIES**

Lillian Lopez

Critical review and discussion of major library programs designed to serve minority groups. Field trips will be made to selected projects and criteria will be developed for the design of special programs.

Monday, July 14
10 a.m.

"The Public Library Approach"
Evelyn Hall, Coordinator, Special
Services, Queensborough Public Library
Bessie Bullock, Coordinator, Special
Services, Brooklyn Public Library
Lut R. Nero, Coordinator, Library
Services to Correctional Institutions,
Queensborough Public Library

2 p.m.

Field trip
Langston Hughes Information-Cultural
Center, Corona, N.Y.
Neighborhood Information Center,
Elmhurst Branch, Queensborough
Public Library

Tuesday, July 15
10 a.m.

"The School and College Library Approach"
Lucille Thomas, District Librarian,
District #16, N.Y.C.
Board of Education
Mordine Mallory, SEEK Librarian,
Queens College

1:30 p.m.

Field trip
Children's Cultural Information Center,
U.S. Committee for UNICEF

3 p.m.

Countee Cullen Branch and Schomburg
Center for Research in Black
Culture, Central Harlem Project

Wednesday, July 16
10 a.m.

"The Community Speaks"
Dr. Evelina Antonetty, Executive
Director, United Bronx Parents
Marta Arnoldson, Children's Specialist,
South Bronx Project
Lou De Lemos, Assistant Producer,
Realidades, Channel 13

2 p.m.

Field trip
South Bronx Project, Daniel Chavez,
Coordinator

4 p.m.

Museo del Barrio, East Harlem

Thursday, July 17
10 a.m.

"Selection and Evaluation of
Multi-ethnic Films with Designs
for Film Programming"
William Sloan, Film Librarian, New
York Public Library and Editor,
Film Library Quarterly

2 p.m.

William Sloan

Friday, July 18
10 a.m.

"Service to Chinese-, Italian-, and
Jewish-Americans"
Thomas Tam, Librarian, Chatham Square
Branch, New York Public Library
Carmine Diodati, Librarian, Wakefield
Branch, New York Public Library
Marica Posner, Adjunct Lecturer, Queens College

2 p.m.

Field trip
Chinese Development Council
Henry Street Settlement, Senior Citizens

Week of July 21-25

LIBRARY RESOURCES FOR MINORITIES IN PUBLIC, SCHOOL,
AND COLLEGE LIBRARIES

David Cohen and Mordine Mallory

Critical review and analysis of criteria and guidelines for production and selection of multi-ethnic media for use in basic collections at all library levels. Identification of materials, print and non-print, which may be recommended for such qualities as: unbiased and sensitive writing; accurate and appropriate subject treatment; understanding the needs and interests of children, young adults and adults with multi-racial, multi-ethnic and multi-cultural backgrounds. Design a publication to include a basic collection of materials and a directory of organizations dealing with ethnic groups.

- | | |
|--------------------|---|
| Monday, July 21 | 'What Publishing Has Done Lately for
Minority Groups: An Exchange With Various
Editors from the World of Publishing' |
| 10 a.m. | |
| 2 p.m. | "Racism, Sexism and Intellectual Freedom.
Attacks on Multi-Cultural Textbooks, etc.,
and How to Cope With Them" |
| Tuesday, July 22 | Development of Task Force Reports
to include:
a. heritage and needs; b. treatment in media; c. criteria;
d. evaluation process; e. recommended media; f. recom-
mended services |
| Wednesday, July 23 | "Evaluative Criteria for Use of
Multi-Ethnic Materials with All Groups" |
| 10 a.m. | Dr. Rose Agree, Head Library/Media
Specialist, District #30, Valley
Stream Public Schools |
| 2 p.m. | "Choice Multi-Ethnic Titles"
Dr. Rose Agree, Mordine Mallory, and
Participants |
| Thursday, July 24 | Completion of Task Force reports and
beginning of presentation to entire
Institute for critical response and input |
| Friday, July 25 | Completion of presentations. Plans for
publication of the proceedings with the
collaboration of participants beyond
closing day of the Institute. Deadline
for copy is December 31, 1975. |



ETHNICITY & LIBRARIANSHIP

MATERIALS AND PROGRAMS FOR MINORITY GROUPS IN PUBLIC SCHOOL, AND COLLEGE LIBRARIES

A U.S.O.E. INSTITUTE
OFFERED BY
QUEENS COLLEGE OF THE
CITY UNIVERSITY OF NEW YORK
LIBRARY SCIENCE DEPARTMENT

JULY 7-JULY 25, 1975

DAVID COHEN
Director

DR. MORRIS A. GELFAND
Associate Director

PROGRAM

The Institute is designed to contribute to the improvement of library services to children and young people and adults with ethnic minority-group orientation. It will focus on providing better materials and services for all ethnic groups in our country, including Asian Americans, Black Americans, Irish Americans, Italian Americans, Jewish Americans, Mexican Americans, native Americans, Polish Americans, Puerto Rican Americans, Slovak Americans, etc. Our emphasis here will be to improve the ability of librarians, teachers, editors, publishers, and authors to meet more effectively the recognized important information needs of these minority groups.

Around this central theme the Institute will be organized into three major units:

1. Ethnic Studies: heritage and contributions of minority groups and their treatment in library materials.
2. Development of library programs for minorities.
3. Library resources for minorities in public, school, and college libraries.

Field trips and tours of inner-city schools, libraries, and community projects will be included. Consultants and lecturers will be drawn from among publishers, educators, librarians, authors, editors, and community people.

Informal social events will be planned for some weekends to encourage participants to become well acquainted and to exchange ideas and information.

Those completing the program will receive a certificate equivalent to nine graduate credits.

SCHEDULE

The Institute is a full-time, three-week program, July 7 - 25, 1975.

ETHNICITY & LIBRARIANSHIP INSTITUTE

Sponsored by the U.S. Office of Education with a grant under Title II-B Higher Education Act of 1965, P.L. 89-329, as amended.

PARTICIPANTS

Applications are invited from experienced school, college, and public librarians from various parts of the United States who wish to raise the level of their competency or acquire new competency, and who promise of contributing to the further improvement and availability of library materials and services for minority groups. Membership will be limited to 25.

Participants will be requested to make adequate advance preparation for the Institute. Those who are admitted to the program will be supplied reading lists, course descriptions, and program notes. Related information will be supplied in advance of the opening date. They will be invited to submit beforehand questions or problems for discussion.

While students will have access to the well stocked College library, there will also be available appropriate collections of books and of audio-visual materials.

STIPENDS

Participants will be paid a stipend of \$75 per week plus \$15 allowance per week for each dependent.

LODGING AND MEALS

The College will assist participants to find housing in the local area. College cafeteria will be available for meals. New York City offers innumerable restaurants and food stores catering to many tastes and price ranges.

STAFF

Institute Director: David Cohen
Adjunct Associate Professor of Library Science,
Queens College

Associate Director: Morris A. Gelfand
Department Chairman and Professor of Library Science
Queens College

Librarian and Lecturer: O. Mordine Mallory
Head, Library Service for SEEK Program,
Queens College

Lecturer: Lillian Lopez
Coordinator, Special Services,
New York Public Library

Educators, librarians, authors, illustrators, and consultants, community workers and residents from minority communities.

ELIGIBILITY REQUIREMENTS

- Possession of a master's degree in library science or a bachelor's degree in library science plus a master's degree in a subject field.
- Experience in a school, public, or academic library.
- A significant record of professional contribution in the form of publications and/or participation in professional associations.
- An acceptable written statement expressing the candidate's interest and experience with problems relating to library work with minority groups.
- A letter of recommendation from applicant's supervisor.

APPLICATIONS

Fill out the form below and mail to:

Prof. David Cohen
Director
Ethnicity and Librarianship Institute
Library Science Department
Queens College
Flushing, New York 11367

Deadline for the receipt of the application and letter of recommendation is April 15, 1975.

Participants will be notified of acceptance on or about May 1st.

Queens College is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

I am interested in the Ethnicity and Librarianship Institute to be held July 7-25, 1975 at Queens College.
Please send me an application form.

NAME _____

ADDRESS _____

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